

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISION
PRACTICES ON STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION IN YATTA SUB-COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this project to my dear husband Daniel Mutinda and my loving children Judy, Ken, Winnie and Adrian. Their great concern, love and encouragement enabled successful completion of this study.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDF	Constituency Development Fund
DC	District Commissioner
DEO	District Education Officer
DQAS	Directorate of Quality Assurance and Standards
ECE	Early Childhood Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
KSSHA	Kenya Secondary School Heads' Association
MoE	Ministry of Education
QASOs	Quality Assurance and Standards Officers
SPSS	Statistical Package for Social Sciences
TSC	Teacher Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organizations

ABSTRACT

The purpose of this study was to investigate the influence of secondary school principals' instructional supervision practices on students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya. The study sought to determine the extent to which principals' checking of teachers' professional records, classroom observation, academic target setting and post observation conference influence students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya. The study used descriptive survey design in which the target population was 50 principals and 510 teachers in public Secondary Schools in Yatta Sub-County. The study used simple random and purposive sampling methods to select the two extra county, the ten county and twenty day schools. The study sampled 25 principals (50%) and 153 teachers (30%). The data was collected by use of questionnaires (Principals' questionnaire and teachers' questionnaire). Supervisors of this study were consulted to validate the instrument. To establish the reliability of the instrument, the test retest method was used, and the reliability coefficient was computed using Pearson's Product Co-relation Coefficient. Qualitative and quantitative data was analyzed using SPSS and presented using descriptive statistics; that is tables, frequencies, percentages and content analysis. Majority of the respondents indicated that the principals checking of the professional documents enhanced the students' performance in KCSE. For instance 80 percent of the principals checked records of work once a month and according to the teachers 68.90 percent checked the records once a month. It was established that according 64 percent of the principals, students' notebooks were checked once a month while 82.80 percent of the teachers indicated that visiting of students in classrooms was done once a month during classroom observation. The study established that according to 100 percent of the principals and 90.34 of the teachers, they set targets for their schools and agreed that target setting influenced students' performance in KCSE. On post observation conferences, 80 percent of the principals and 70.09 percent of the teachers agreed that they participated in them. The study concluded that instructional supervision had an influence on students' academic performance and had to be strengthened. The regression analysis on the relationship between the dependent and the independent variable demonstrated that all the independent variables had above positive 0.7 relationship with the students' KCSE performance. The study recommended that TSC should empower the deputies and HODs to assist the principal in carrying out instructional supervision and employ more teachers to reduce teacher shortages, KEMI and the MoE to plan for capacity building for principals and teachers, the QASOs to intensify supervision in schools and advice the principals and teachers accordingly, and BOMs to motivate teachers and students.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The world conference on Education for all held in Jomtien, Thailand in 1990 declared education a basic human right UNESCO (1990). This was deemed achievable if access to basic education was fair to all. Supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. Instructional supervision can be defined as the glue of a successful school (Gordon, 2009). It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Alimi, Olatunji, Akifolarin & Ayandonja, 2012).

The need for instructional supervision started in the 1950s in the United States of America. This was later spread to other parts of the world in the two decades that followed (Burns, 2008). According to Martin and Holt (2010) the practice and purpose of instructional supervision in the United States of America is viewed differently by teachers, administrators, and higher scholars and legislators. Without a strong, effective and adequately staffed progress of supervision, good performance in a school is unlikely to result (Glickman, 2010).

Nakpodia (2011) in an independent study identified four strategies which will help teachers to achieve the set goals of instructional supervision and the improvement of

the total teaching/learning process. These strategies include classroom visitation and inspection, conferencing, demonstration and provision for staff professional growth and development. According to Martin and Holt (2010) the practice and purpose of instructional supervision in the United States of America has been viewed differently by teachers, administrators and higher scholars and legislators. Without a strong, effective and adequately staffed progress of supervision, an effective school is unlikely to result (Glickman, 2010) Instructional supervision can be defined as the glue of successful school (Gordon, 2005).

De Grauwe (2012) posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as students' achievement. Many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 2000; Sergiovanni & Starratt, 2002). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success.

In order to achieve the objectives of supervision, supervisors of instruction generally advise, assist and support teachers through checking professional documents, principals' classroom observation, principals' target setting and principals' post-observation conference (The International Institute for Educational Planning

(IIEP)/UNESCO 2007; Sergiovanni & Starratt, 2002) and also inspect, control and evaluate teachers (IIEP/UNESCO Module 2, 2007). In a related way, Blasé and Blasé (2000) suggest that teachers do their best work when they are motivated. They note that effective instructional leadership impacts positively on teacher motivation, satisfaction, self-esteem, efficacy, teachers' sense of security and their feelings of support.

Different countries around the world have different mechanisms of addressing the issues of instructional supervision. In United Kingdom for instance, there are mandatory requirement for appointment of head teachers based on sufficient experience and expertise (Burns, 2008). It is also expected that those to be engaged must have completed a professional qualifications for headship upto to national standards (Burns, 2008). Turkey and Barber (2010) in their study of factors influencing administrative tasks of principals in schools, found out that quality learning resources, instructional processes and practices, teachers' capacity development, effective and quality outcome were regarded as the means and standards of excellence in education.

Inspection in Africa is as old as Western Education in Africa. In Uganda for example, the recommendations of the Phelps-Stokes Commission of 1924 established the department of Education in 1925. This Department had the responsibility of developing the syllabus and supervised how it was being implemented in schools. The Uganda Education Act of 1970 gave the inspectors

legitimate powers to visit a school at any time. The school head would be informed of the inspectors intended visit and its purpose Republic of Uganda (2005).

In Nigeria, instructional supervision began as processes of external inspection supervisors were inexperienced in the act of supervision. They had little or no formal training of the ethics, concept and practice of supervision. Until the control of schools by government in 1967, school supervision was left in the hands of missionaries (Alimi, Olatunji, Akifolarin & Ayandonja, 2012).

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

Ayako (2009) observed that effective school principals establish clearly defined goals for academic achievements by concentrating their available resources and their operation on attaining them. They provide adequate time table for teaching routine, check lesson notes and subject diaries, observation of classroom instruction and continuously monitor students' programme to determine whether their instructed goals are being met. They provide feedback on students' performance and provide instructional facilities to enhance quality teaching and learning processes. For successful achievement of academic performance in schools there is need for principals to provide effective instructional supervision.

According to (Aden, 2011) non realization of quality supervision of educational activities in secondary schools has been largely attributed to gaps in teachers' competence in curriculum instructional management. Yata Sub-County has been performing poorly in KCSE as compared to Mwala and Masinga Sub-Counties for the last five years. The mean scores for KCSE results 2009-2013 for Yatta, Masinga and Mwala Sub-counties are shown in table 1.1.

Table 1.1 K.C.S.E performance analyses (2009 to 2013)

District	2009	2010	2011	2012	2013
Yatta	4.248	4.173	4.234	5.134	4.973
Masinga	5.642	5.821	5.920	5.80	5.620
Mwala	5.421	5.430	5.510	5.700	5.680

Source: Education County Director, Machakos, 2013

From table 1.1 it can be observed that for the last five years, Yatta Sub-County has been performing poorly in K.C.S.E as compared to the two neighbouring Sub-counties of Masinga and Mwala. Performance in K.C.S.E can be influenced by teachers' qualification, the availability of teaching and learning materials, the learning environment, principal management styles and the principals' instructional supervision practices. From literature review studies have been carried out about the influence of KCSE performance by teachers' qualification, availability of teaching and learning materials, learning environment and principals' management style. However, no study has been conducted in Yatta Sub-County in the influence of the principals' instructional supervision practices on KCSE performance. This study therefore aims to investigate the influence of principals' instructional supervision practices on students' performance in KCSE in Yatta Sub-County, Machakos County, Kenya.

1.2 Statement of the problem

The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education for useful living within the society. There is a growing concern about the realization of secondary school objectives due to doubt that many principals give little attention to supervision of instructional activities. Consequently, there has been steady decline in teachers' instructional task performance and students' academic results.

Previous studies have been carried out in Kenya that focus on principals professional roles. Such include; principals professional roles and educational attainment (Mutua, 2011), teachers perceptions on the role of QASOs on quality education (Wafula, 2007), and role of head teachers in instructional supervision on KCSE performance (Muoka, 2007). Apparently the available literature on principals' instructional supervision practices conducted in the area of the current researcher interest is limited. It is for this reason that the researcher intents to investigate the influence of principals' instructional supervision practices on students' performance in K.C.S.E in secondary schools in Yatta Sub-County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of principals' instructional supervision practices on students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

- i. To determine the extent to which checking professional documents by principals influence students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya.
- ii. To establish the extent to which principals' classroom observation influence students' performance in Kenya Certificate of Secondary Education in Yatta Sub- County, Kenya.

- iii. To determine the influence of principals' academic target setting on students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya.
- iv. To establish the influence of principals' post-observation conference on students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya.

1.5 Research questions

The research questions that were explored in this study are:

- i. To what extent does checking teachers' professional documents by principals influence students' performance in Kenya Certificate of Secondary Education in Yatta Sub-county, Kenya?
- ii. To what extent does principals' classroom observation influence students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya?
- iii. What is the influence of principals' target setting on students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya?
- iv. What is the influence of principals' post-observation conference on students' performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya?

1.6 Significance of the study

The findings may benefit principals to re-examine their supervision practices and make adjustments to their styles which in turn can improve the students' academic performance. Kenya Education Management Institute (KEMI) and Quality Assurance Officers may use the findings to formulate teacher education management programmes and in service training for principals and teachers hence improving teaching and learning. The findings may also assist the quality Assurance Officers to improve instructional supervision in secondary schools thus boosting the students' academic performance. It may also be used by educators in teacher training institutions to give the trainees a bearing on the efficient and effective leadership styles in various learning institutions. The findings of the study may provide data for future researchers in the same discipline of the study.

1.7 Limitations of the study

The study experienced the following limitations; the respondents, especially the teachers, may fear giving true responses to the questionnaire items against their principals for fear of being victimized especially by the autocratic principals but the researcher assured them of confidentiality of their identities before filling the questionnaires. The principals giving information about themselves may affect their objectivity. The researcher assured the respondents that the information they gave was to be used for research purposes only.

1.8 Delimitations of the study

The study only focused on influence of principals' instructional supervision practices on student's performance in Kenya Certificate of Secondary Education in secondary schools in Yatta Sub-County, Kenya. The study targeted principals, teachers and students of secondary schools in Yatta Sub-County only.

1.9 Assumptions of the study

The study was based on the following assumptions;

- i. That KCSE examination results is a valid and reliable measure of academic performance.
- ii. The principals use different instructional supervision practices and achieve different levels of KCSE performance.

1.10 Definition of significant terms

The definition of significant terms as used in the study:

Classroom observation refers to a planned session between a teacher and the principal for principal to take note of strengths and challenges faced by a teacher in instructional process with a view to improving teachers' instructional process.

Influence refers to the capacity to have effect on the performance of Kenya Certificate of Secondary Education. This will be measured through the mean score attained in KCSE.

Instructional supervision practices refer to an internal mechanism adopted by principals for school self-evaluation, geared towards helping teachers to improve on their teaching /learning activities.

Performance refers to the students' grades attained after sitting for Kenya Certificate of Secondary Education examination at the end of Form four in Kenya which range between grade A to E.

Post-observation conference refers to a formal meeting between a principal and a teacher or a small group of teachers to discuss after a class observation session.

Professional documents refer to the official documents that a teacher must have to carry out teaching such as schemes of work, lesson plans, records of work covered, students' progress records and class attendance registers.

Supervision refers to principals' actions such as checking professional documents, classroom observation, academic target setting and post observation conference in ensuring improved instructional process in secondary schools in Kenya.

Target setting refer to the act of setting specific academic goals to be achieved by teachers and students in secondary schools.

1.11 Organization of the study

This study was organized into five chapters. Chapter one consisted of the introduction of the study which included; background, statement of the problem, purpose of the study, research objectives and research questions,

significance of the study, limitations and delimitations, basic assumptions and definition of significant terms. Chapter two comprised of literature review under the following subheadings; concept of instructional supervision, concept of instructional supervision globally, sub-Saharan Africa, principals' instructional supervision practices, summary of literature review, theoretical and conceptual framework. Chapter three discussed the research methodology which consisted of the research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques. Chapter four consisted of interpretation and discussion of the study findings. Chapter five provided the summary of the study, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed literature related to influence of principals' instructional supervision practices on student's performance. It focuses on the concept of instructional supervision, principals' supervision practices in relation to students' academic performance, summary of the related literature, theoretical framework and conceptual framework.

2.2 Concept of instructional supervision

Instructional supervision refers to an internal mechanism adopted by principals for school self-evaluation, geared towards helping teachers to improve on their teaching/learning activities. State reforms influence teachers to use instruction that reaches various levels of learners and impacts pacing of instruction (Deal & Celotti, 2000). Education reforms in California called the California Early Childhood Education program (ECE) influenced teachers to adjust pacing of instruction to meet the needs of all students. Principals in 16 schools in Virginia stated that due to the Standards of Learning, teachers were making more attempts to use different instructional techniques to reach various levels of learners. Teachers reported pacing of instruction as a major concern and noted that they had to balance between not going too fast with instruction for slower learners and speeding up instruction to cover all content before testing.

State reforms influence teachers to use instruction that reaches various levels of learners and impacts pacing of instruction (Deal & Celotti, 2000; Duke & Tucker, 2003). Education reforms in California called the California Early Childhood Education program (ECE) influenced teachers to adjust pacing of instruction to meet the needs of all students (Deal & Celotti, 2000). Principals in 16 schools in Virginia stated that teachers were making more attempts to use different instructional techniques to reach various levels of learners (Duke & Tucker, 2003).

Principals reported pacing of instruction as a major concern and noted that they had to balance between not going too fast with instruction for slower learners and speeding up instruction to cover all content before testing. Principals in Duke and Tucker's (2003) study stated that they were spending more class time on re-teaching and reviewing content. Other changes included teachers developing lesson plans based solely on guidelines handed down by the state and changing the way they assessed students by formatting their tests to match Standards of Learning tests students would have to take toward the end of the school year. Principals said that one of their concerns associated with the Standards of Learning was that they believed teachers focused more on memorization and recalling of facts than on concentrating on higher-order thinking skills and activities that enriched the curriculum (Duke & Tucker, 2003).

Some teachers have expressed the view that standards-based reforms influence their classroom practices Clarke, Juggins and Conley. (2003). Approximately three

quarters of the teachers interviewed were neutral to positive perceptions of state standards.

Teachers who expressed positive perceptions mentioned that state standards encouraged a common curriculum and improved instruction on critical thinking and writing skills. Some teachers were found to hold negative perceptions of the impact of standards-based reforms on classroom practices (Clarke et al. 2003; Margheim, 2001). They thought that state standards restrict their creativity, prevent enrichment of the curriculum, and limit critical thinking.

Principal's demonstration involves teaching and learning activities presented by the principal who is skilled and experienced for the purpose of the illustration of educational materials, procedures or strategies in order to improve instruction (Eze, 2006). In a survey study of perception and actual performance of instructional supervision by the principals of selected secondary schools in Kaduna State of Nigeria Eze noted that the principals as supervisors found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. This study concurs with these sentiments that principals in Yatta sub-county lack adequate time for effective instructional supervision due to heavy administrative duties.

Peters (2004) reiterated that whatever the reason, the principal (supervisor) should not detach himself completely from teaching as it was quite necessary for him to

show example and keep abreast with the cognitive level and demand of his students. In adults, teaching demonstration lessons as part of the supervisory strategy had been observed to be one of the most effective tools in stimulating teachers' growth. Different researchers have demonstrated the role of the principals in bringing about academic achievement. Musungu and Nasongo (2008) carried out a research in Vihiga district of western Kenya. The finding showed that 80 percent of the principals in high performing schools checked lesson books, schemes of work, register of class attendance, school enrolment and clock in and clock out records. The high performing level of supervision of professional records by the high performing schools principals was reflected in performance of their schools.

2.3 Checking professional documents and students' academic performance

School records include: attendance register, teachers' record of work, teachers' lesson notes, mark books, students' cumulative folders and Minutes of teachers' conferences. Other types of records included the statutory records which concerned the diaries for the syllabus, scheme and records of work and the school general timetable (Ministry of education, 2004). The importance of these records could not be overemphasized as they were tools for the attainment of school objectives and were essential for diagnostic and remedial purposes. These records enabled teachers and parents to have a clear and complete picture of the students' progress with regard to attendance and achievement from test scores.

According to Ongiri and Abdi (2004), the principal is the leader in a school, the pivot round which many aspects of the school revolve, and the person in charge of every detail of the running of the school be it academic or administration. Thus, he is seen as the Head teacher, leader, instructional supervisor, adviser, public relation officer, curriculum director, chief education officer, policy maker, etc. These titles reflect the place and role of the secondary principal in the educational processes (Field, Healy, Goldstein & Guthertz, 2010). It therefore behooves the principal to be a good team player as it is common for the performance of the school to be appraised against the person who leads it. He takes care of the final arrangements for the education of students in a school. His role as a facilitator of all school activities cannot be taken for granted if he is expected to give the right kind of education to student.

Alimi and Akinforalin (2012), conducted a study on impact of instructional supervision on the students' academic performance in senior secondary schools in Ondo state, Nigeria. Their study found out that there is significant impact on checking pupils' notes on academic performance in English language. The findings agreed with Hellinger and Heck (1998), findings that there is a significant impact in checking of students notes on academic performance in English language in United States elementary schools.

Alimi and Akinfolarin (2012) found that there is a significant impact of checking of students' notes on students' academic performance in English language in secondary

schools in New York City. Firestone and Riehl (2008) had a different view that checking of students' noted does not produce a direct effect on student's performance in English. They argued that checking of students records of work is a mediating influence on teachers, curriculum instruction, community and school organization leading to high performances. This sentiment is relevant to the current study.

2.4 Class room observation and students' academic performance

As instructional leaders, principals are encouraged to spend considerable time in classrooms observing teaching and learning (Downey, Steffy, English, Frase, & Posten, 2004; DiPaola & Hoy, 2008; Glickman & Gordon, 1990). Frequent classroom observations allow principals to see, first hand, what is going on in classrooms, better positioning them to monitor instruction, provide support to teachers, and influence the instructional climate of their schools.

One way to help teachers improve instruction is through clinical supervision (Frase, & Posten, 2004). Glickman (1990) in his model of clinical supervision presented a cyclical sequence of events which should ideally be implemented at least twice a year. The sequence included teacher pre-conferencing is followed by classroom observation which involves making use of physical indicators, visual indicators and interpersonal or directive analysis. The last stage in clinical supervision which is post-conferencing is aimed at discussing results and remedial action and a critique by both the supervisor and the supervisee.

Every administration needs an inbuilt supervisory system to provide the cohesion and direction necessary to achieve the purpose of the organization. According to Olembo, Wanga and Karagu (2004), supervision concerns the tactic of efficient and proper management of personnel and their aspects of administration that are in line with the goal of the administration. Clinical supervision is the rational and practice designed to improve the teachers' classroom performance. The principle data of clinical supervision obtained from the events which take place in the classroom are analyzed and the relationship between the teacher and the supervisor form the basis of the programme and strategies designed to improve the students' learning by improving the teacher's instructional behavior.

2.5 Post-observation conference and students' academic performance

Instructional conferences with teachers have an effect on teacher classroom instruction (Blase & Blase, 2000; King, 1996). Blase and Blase found that teachers believe good principals use five strategies during instructional conferences which includes: Making suggestions for instructional improvement, giving feedback on classroom observations, modeling good instruction, using inquiry to discover what teachers think, and soliciting advice and opinions from teachers. These strategies positively affected teachers by increasing their use of reflectively informed instructional behaviors, which referred to teachers taking more risks in the classroom by using different instructional strategies and placing more emphasis on instructional planning (Blase & Blasé, 2000).

Instructional conferences with principals influenced teachers to implement higher-order thinking skills in their lessons for high school social studies students (King, 1996). In follow-up discussions with teachers in which they both analyzed a lesson, principals encouraged teachers to use more pedagogy that focused on higher-order thinking skills. Consequently, teachers moved away from more traditional types of pedagogy such as direct instruction. These supervisory behaviors created a climate at the school in which teachers openly discussed and critically thought about instructional issues related to higher-order thinking skills. These sentiments are relevant to the current study.

2.6 Academic target setting and students' academic performance

Principals communicate school goals in many different ways. They often do it through faculty meetings and departmental chair meetings. They communicate them through individual meetings such as follow-up conferences to classroom observations. Teachers perceive their principals to be strong instructional leaders when they communicate school goals through; interacting with them on their classroom performance, being accessible to discuss instructional matters, allowing teachers to try new instructional strategies by letting them know that it is okay to take risks, and clearly communicating a vision for the school (Smith & Andrews, 1998).

Developing a school vision is an essential foundation from which the instructional activities of the school evolve (Sergiovanni, 2002). Glickman (2010), puts it that, in

almost all the students dealing with instructional leadership, defining and communication a clear mission, goals and objectives for the school forms an important aspect. An instructional supervisor for effectiveness should develop or set targets and communicate the same clearly to the stakeholders.

Understanding the purpose and goals of the schools by all stakeholders contributed to a healthy organized culture (Glickman, 2010) learning as a lifelong pursuit and in consideration of our goal to improve the quality of education we need to be continuously educated in order to achieve the same. Targets set direct the action of both teachers and pupils. Instructional supervisor should set targets on both academic performance and syllabus coverage. Communicating school goals encourages teachers to use more reflection, which may lead to teachers adjusting their instructional techniques to address the different learning needs of students (Blase & Blase, 2000).

2.7 Summary review of related literature

The studies reviewed show that there is significant relationship between Principals' instructional supervision practices and pupils' academic performance. Alimi and Akinfolarin (2012), agree with Hallinger and Heck (1998) that checking of pupils notes has an impact on academic performance. Blasé and Blasé (2000) concurs with Glickman and Gordon (1990), that it is the responsibility of the head teacher to provide instructional leadership in order to

improve the pupils' academic performance. Model teaching sessions assist teachers in changing their ways of doing things through observation.

There is agreement between scholars that principals' instructional supervision practices influence students' academic performance. Kimosop (2002) concurred with Kamindo (1998) in a study aimed at finding out the role of the head teachers as instructional supervision in Kabarnet and Salawa Division of Baringo district. The same findings are supported by Kimeu (2010). What is not agreed upon is the extent to which principal's checking of professional documents and target setting influence students' performance in KCSE. There is therefore need to establish the influence of principals' supervision practices on KCSE performance.

Kimosop (2002) concurs with Kamindo (1998) that most principals do not perform their instructional supervisory duties for example classroom observation, checking students' notes and departmental records. As a result schools where the principals did minimal instructional supervision duties experienced inadequate learning resources. However, their studies did not focus on the influence of target setting and post- observation conference on students' performance.

2.8 Theoretical framework

This study will be based on systems theory of educational management by Kaufman (1972) as quoted in Lunmann (1995). A system is a set of elements or parts which possess some degree of independence or identity but which at the same time form an integral part of a larger whole. Whole systems are composed of parts or sub systems

which can be decomposed further into component elements. It involves thinking in terms of the whole problem, task, operation or group and its interacting sub-parts, as well as analyzing, selecting, implementing and monitoring the optimum alternative sequence, interactions, functions or component part in order to achieve the desired outcome (Olembo et al. 2004). Another proponent of this theory is a biologist (Ludwing Von Bertalanffy, 1974). According to this theory education has various players. These include; teachers, pupils, quality assurance and standards officers and parents. If one fails to do him/her role the system fails.

Fulmer (1999) notes that the principal is both an administrator as well as a supervisor. When he/she is planning school work, allocating teachers duties formulating rules and regulations for the school, he is doing administrative work. When the head teacher is supervising the work of teachers, checking records of work disciplining staff and pupils and effecting adequate instruction he/she is doing supervisory work.

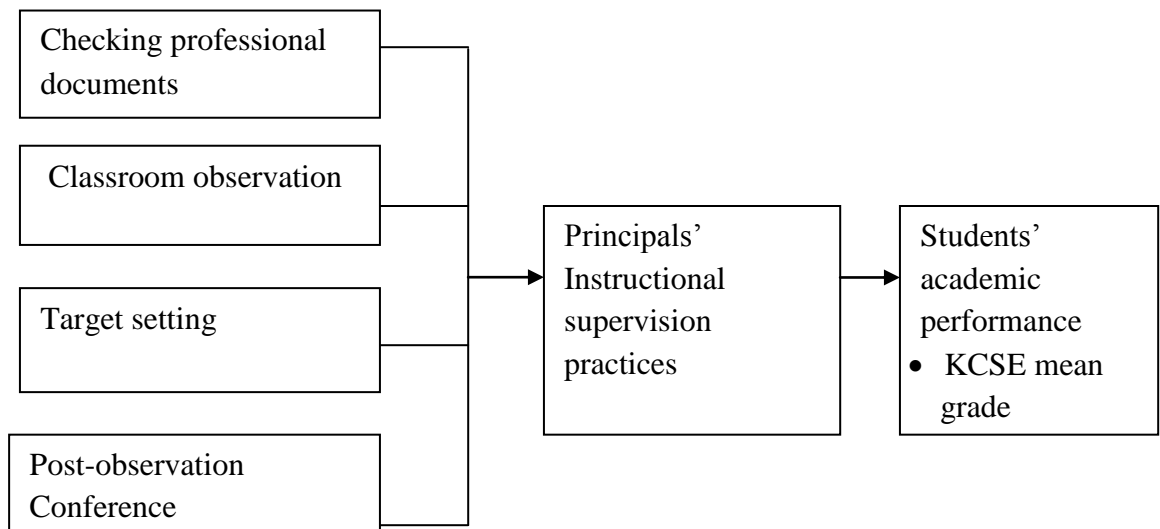
Head teachers therefore can be regarded as agents of instructional supervision at school level. As the quality assurance agents, they need to play their supervisory roles effectively to ensure quality in education which is depicted by good performance in national exams. This theory was used in a study of the influence of head teachers' instructional supervision strategies on pupils' performance in Kenya certificate of primary education in public primary schools in Rumuruti division, Kenya (Mwangi, 2012). The theory is applicable in this study because a school is an organization with the principals' role being pivotal in improving the school

classroom instruction and the institutional growth. The theory is used as a basis of appraising the principal against the stated premises. Effective instructional supervision by the principal plays a major role in the success of students which is shown by good performance in K.C.S.E (Muoka, 2007).

2.9 Conceptual Framework

The conceptual framework illustrates the relationship between the independent and dependent variables in a diagrammatical presentation. This is presented in figure 2.1.

Figure 2.1 Principal’s instructional supervision practices and their influence on students’ performance in KCSE.



The focus in this conceptual framework is the principals’ instructional supervision which is the independent variable. Students’ academic performance in KCSE depends on the principals’ instructional supervision practices. The principals’ effective

supervision practices such as checking of teachers' professional documents, classroom observation, target setting and post observation conference lead to effective teaching and learning hence resulting to high academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology under the following sub headings: Research design, target population, sample size and sampling procedures, research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research design

The study used descriptive survey research design. According to Best and Kahn (2004), descriptive survey involves a clearly defined problem and definite objectives, questions, development, and generalization, of principles or theories that have universal validity. Descriptive survey method involves asking a large population questions about a particular issue. Information was collected from a sample population as opposed to the whole population at a particular point in time. According to Orodho (2004), descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It can be used when collecting information about people's attitudes, opinion habits and any of the variety of the educational and social issues. Survey design enabled the researcher to establish opinions and knowledge about the influence of principals' instructional supervision practices on KCSE performance in Yatta Sub-County.

3.3 Target population

Orodho (2004) defines the target population as the total number of subjects to which the researcher wants to generalize the result of the study. The population target of this study was drawn from 50 public secondary schools in Yatta Sub-county. It comprised a total population of 510 teachers, and 50 principals (DEO Yatta, 2013).

3.4 Sample size and sampling procedure

Table 3.1: Sampling frame

School Category	Total number	Sample size	Percentage of total schools
Extra county	2	2	100 %
County	10	10	100 %
District Day	38	20	52.6 %
Total Respondents	50	32	64%
Teachers	510	153	30%
Principals	50	25	50%

Kothari (2004), defines a sample as a representative part of a population. Thus by studying the sample, one can be able to know more about the population without having to study the entire population. The sampling unit was Yatta Sub-County which had two (2) extra county schools, ten (10) county schools and thirty eight (38) district day schools. The researcher used purposive sampling to select the 2 extra counties schools which is hundred percent (100%), and the ten (10) county schools which is hundred percent (100%). When the population is small the whole

population is taken as the sample. Simple random sampling was used to select twenty (20) day schools which is 52.6 percent (The 20 day schools are those which had undertaken the Kenya Certificate of Secondary Education (KCSE) exams since the year 2009). The researcher sampled 25 principals (50%) and 153 teachers (30%). According to Mugenda and Mugenda (2003) a sample of 30 percent is sufficient for a study.

3.5 Research instrument

Data was collected using questionnaires and document guide. According to Orodho (2004), a questionnaire is the most used method when respondents can be and are willing to co-operate. Questionnaires ensure confidentiality of the respondents and thus they can gather candid and objective responses. Questionnaires are designed with questions and statements related to the objectives of the study.

The study employed two questionnaires; principals questionnaire (Appendix II), teachers questionnaire (Appendix III). Each of the principals' and teachers' questionnaires consists of three sections. Section A, will solicit for personal data, section B, will deal with instructional practices in the school and section C will be on school performance.

The researcher used a document analysis guide to check on the presence of professional documents in the schools. The documents which were checked were schemes of work, records of work, lesson plans, progress records, students' attendance registers and teachers' adherence to timetable records.

3.6 Instrument validity

Kothari (2004), states that validity indicates the degree to which an instrument measures what it is supposed to measure, that is, the extent to which differences found with measuring instruments reflect true differences among those who have been tested. To enhance the content validity of the questionnaires, appropriate and adequate items relevant to the research questions will be included. Mugenda and Mugenda (2003), state that the usual procedure in assessing content validity of a measure is to seek expert or professional advice in that particular field. Supervisors of this study, were consulted to validate the instruments. Their comments were taken into account in revising the instruments in order to collect valid data. Piloting of the instrument was done using 5 schools. This was important because it identified vague questions, unclear instructions and insufficient space to write responses, clustered questions and wrong phrasing of questions was detected and refined.

3.7 Reliability of the instrument

Reliability is a measure of the extent to which an instrument consistently yields the same result after being administered several times to the same respondents (Best & Kahn, 2004). To establish the reliability of the research instruments, the test retest method whereby the pilot study respondents were issued with questionnaires for them to fill and the same questionnaires subjected to a retest to see how the response was. The reliability coefficient was computed using Pearson's Product Co-relation Co-efficient.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left[\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} \right] \left[\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N} \right]}}$$

Where r = Pearson co-relation co-efficient

x = results from the first test

y= results from the second test

N= Number of observations

(Stigler, 1989).

A correlation coefficient of between 0.8 was established which is considered reliable according to Best and Kahn,(2006). The answers to the open ended questions were grouped into themes and patterns. The results from the first test were compared to those of the second test. The answers correlated positively and the instruments were deemed reliable.

3.8 Data collection procedures

A letter was obtained from the Department of Educational Administration and Planning, University of Nairobi, to enable the researcher seek a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher contacted the Deputy County Commissioner and Sub - County Director of Education Yatta Sub-County, and then sought consent from principals of the schools of interest in the study. The researcher clarified to the respondents the intention of the study. The questionnaires were administered and

collected immediately after they are filled in and confidentiality was assured to the respondents by the researcher.

3.9 Data analysis techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools Mugenda and Mugenda (2003). Data gathered was coded for analysis and entered using SPSS. This was done after editing and checking out whether all questions have been filled in correctly. Quantitative data was analyzed using descriptive statistics e.g. frequencies and percentages and the results were presented using tables, pie charts, bar graphs. This was deemed to make interpretation easy and convenient in giving general overview of the problem under study. Research questions one, two and three were analyzed using descriptive statistics and the results presented in tables, pie charts and bar graphs. Question four was analyzed through content analysis and the results organized into themes, patterns and sub-topics. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics, according to themes in the research objectives and presented in continuous prose.

3.10 Ethical considerations

The researcher obtained permission from the authority before going to the field to commence data collection. All participants were informed that there were no psychological risks and no financial benefits and that their participation would be voluntarily applied in this study. Respondents were treated with respect and courtesy and participants were assured of anonymity and confidentiality of their responses.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter is a presentation of results and findings obtained from field responses and data, broken into two parts. The first section deals with the background information, while the other section presents findings of the analysis, based on the objectives of the study as explored by the questionnaires and interview schedule where both descriptive and inferential statistics have been employed.

4.2 Questionnaire return rate

Table 4.1 represents the findings of the response rate. The selected sample size was 25 principals and 153 teachers. Therefore the total number of questionnaires administered was 178.

Table 4.1: Questionnaire return rate

	Questionnaires Administered	Questionnaires Filled & returned	Percentage
Principals	25	25	100
Teachers	153	145	94.77
Total	178	170	95.51

A total of 170 questionnaires were filled and returned; that is 95.51 percent (25 principals which is 100 percent and 145 teachers which is 94.77 percent). According to Mugenda and Mugenda (1999), a response rate of 50 percent is adequate for analysis and reporting; a rate of 60 percent is good and a response rate of 70 percent and over is excellent. This means that the response rate for this study was excellent and therefore enough for data analysis and interpretation.

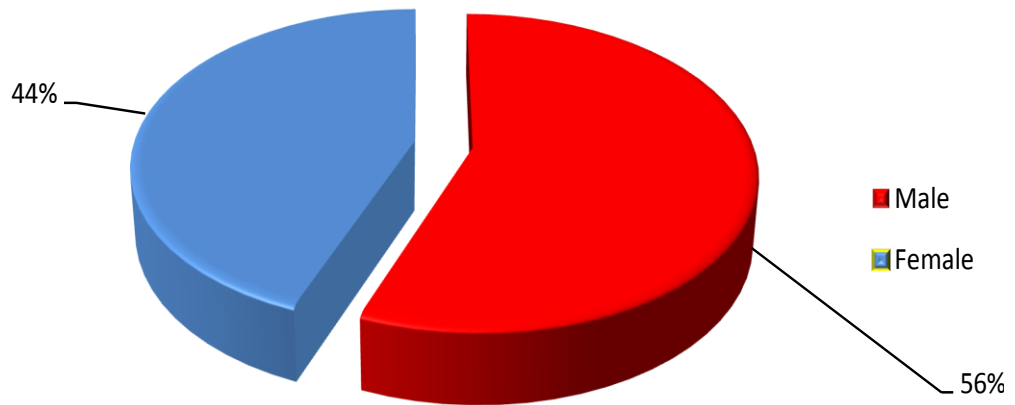
4.3 Demographic information of respondents

The demographics section evaluated the general information of the respondents in terms of gender, professional qualification, experience in the position and in-service training. Each of these aspects was important for the study. For instance, information on gender sought to determine if there is gender balance in the positions indicated. Information on level of qualification and in-service training was to establish if the respondents had knowledge and skills to undertake their instructional duties while information on years in service was to establish if the respondents were experienced enough to handle matters related to instructional processes in the schools. The findings were as indicated in subsections that follow.

4.3.1 Respondents' distribution by gender

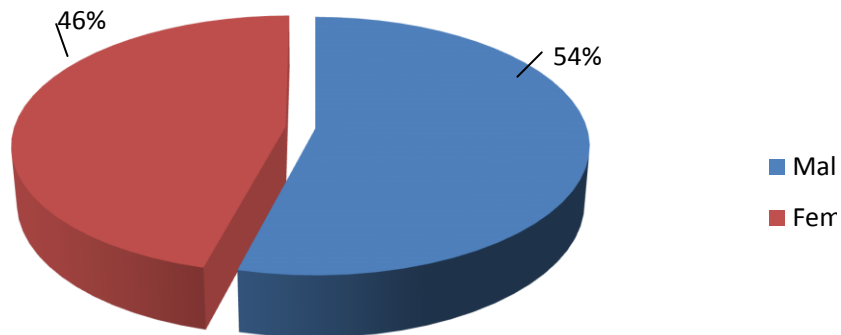
The study first determined the respondents' distribution by gender. This was to ascertain whether there was gender parity in the positions of leadership and teaching and whether gender influences students' academic performance. The findings on principals' distribution by gender are as indicated in Figure 4.1.

Figure 4.1: Principals' distribution by gender



According to the analysis males were slightly more 14(56 percent) than females 11(44 percent) hence disparity is very small. This implied that secondary schools in Yatta Sub-County attract both gender in the positions of leadership and students' academic performance does not depend on gender. According to Nakpodia (2011), schools with gender balance present a wider range of ideas for decision making and in doing so; teachers generate ideas to achieve schools' performance targets. The current study established that gender does not influence students' academic performance in KCSE. The teachers were also asked to indicate their gender. The findings are presented in figure 4.2.

Figure 4.2: Teachers' distribution by gender



According to the analysis it was evident that majority 78(54 percent) of the teachers were male while 67 (46 percent) were female. This implies that the gender disparity of teachers in Yatta Sub-County is small and teachers' gender does not influence students' academic performance.

4.3.2 Level of professional qualification of the respondents

The study further determined the Respondents' level of professional qualification. This was to establish if the respondents were adequately qualified to execute their duties pertaining to instructional processes. The findings on the principals' level of professional qualification are shown in table 4.2

Table 4.2: Level of professional qualification of the principals

Qualification	Frequency	Percentage
Dip.Edu	2	8
B.Ed	19	76
M.Ed	4	16
PHd	0	0
Total	25	100

The findings indicate that majority of the principals have university degrees that is Bachelor of Education 76 percent and Masters in Education 16 percent. This implies that most of the principals have adequate education to execute their duties pertaining to instructional supervision. Okumbe, (1998) associated the education level of principals and teachers with schools students' success with findings that, those with higher levels of education are more likely to be successful because higher education provides them with knowledge and modern managerial skills. Hence making them more conscious of the reality of the education sector and thus in a position to use their learning capabilities to manage instructional supervision. The current study established that majority of the teachers who had higher levels of professional qualification achieved higher grades in their classes.

The findings therefore indicate that the principals have the capacity, skills and management acumen to steer schools' and students' performance towards the set targets and the overall educational goals. These skills may help them handle and interpret their respective school environments and the emerging issues in instructional supervisory practices. However it was established that the principals lacked adequate

time for effective instructional supervision due to heavy work load. According to Ayot and Briggs (2000), ineffective instructional supervision leads to poor performance of learners.

The findings on the teachers’ level of professional qualification are presented in table 4.3.

Table 4.3 Level of professional qualification of teachers

Qualification	Frequency	Percentage
Dip.Edu	49	33.79
B.Ed	71	48.97
BA	6	4.14
M.Ed	19	13.10
PHd	0	0
Total	145	100

The findings indicate that 48.97 percent of the teachers are Bachelor of Education degree holders, 33.79 percent are Diploma certificate holders while 13.10 percent are Masters degree holders. This implies that most of the teachers in Yatta Sub-County are professionally qualified to undertake their instructional duties.

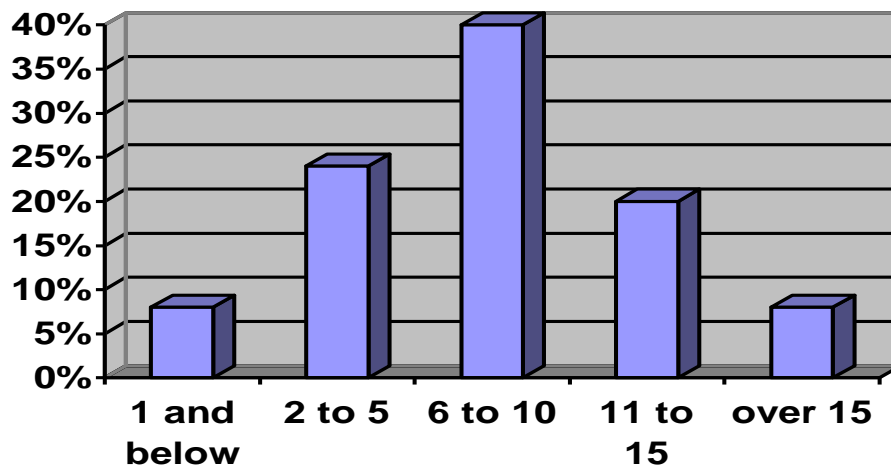
4.3.3 Distribution of respondents by years served

The study sought to determine the Respondents’ length of service in years. This was to establish if the respondents were experienced enough to handle matters related to

instructional duties in the schools. This variable was important because where a respondent had many years of working experience he/she would be able to acquire experience on how to handle instructional process in the school.

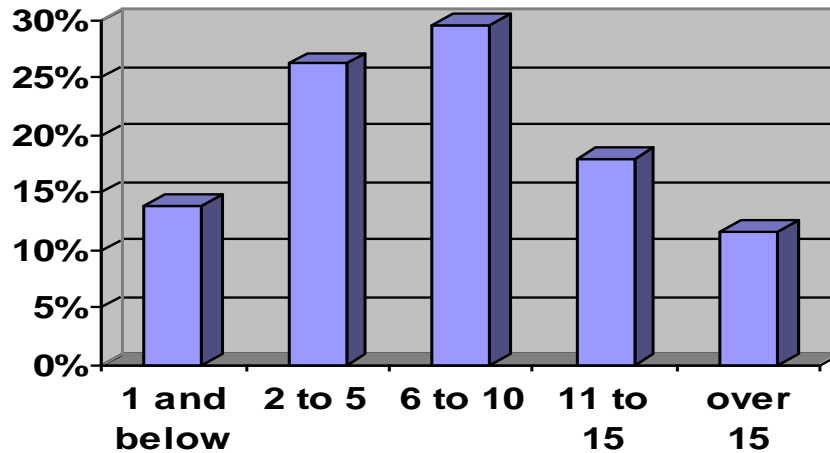
The findings on the principals' distribution by years served is presented in figure 4.3.

Figure 4.3 Distribution of principals by years served



From the study findings, 10(40 percent) of the Principals have been in their schools for a period ranging from 6-10 years, and 6 (24 percent) have been in the schools for a period of 2-5 years. According to the study findings, majority of the Principals are experienced in leadership of their schools. Therefore the findings show that the principals' experience influences instructional supervision, hence influencing students' academic performance in KCSE. The findings on teachers' distribution by years served is presented in figure 4.4.

Figure 4.4. Distribution of teachers by years served



From the responses, majority of the teachers, 43(29.66 percent) have teaching experience ranging between 6-10 years. The findings show that most of the teachers have a long teaching experience and therefore their information could be relied upon to make the study conclusions. Therefore the findings of the study indicate that the teachers who have a longer experience in teaching perform better in instructional duties than those who have a short experience.

4.3.4 Respondents' in-service training in education

The study further determined if the respondents had attended any in-service training in education. This was to ascertain if they were well equipped with the training skills and knowledge on how to handle instructional duties in the schools.

The principals' responses on in service training in educational management are presented in table 4.4.

Table 4.4 Principals' in-service training in educational management

Response	Frequency	Percentage
Yes	25	100
No	0	0
Total	25	100

The study findings in Table 4.4 indicate that all the Principals had attended in-service training in educational management. They also indicate that the training on educational management provided them with knowledge and skills on how to manage school instructional supervisory practices and the overall school management. The findings indicate that the principals had been trained hence performed well in their instructional supervisory duties.

The teachers' responses on in service training in education are shown in table 4.5.

Table 4.5 Teachers' responses on in-service training in education

Response	Frequency	Percentage
Yes	98	67.59
No	47	32.41
Total	145	100

The study findings in Table 4.5 indicate that 67.59 percent of the teachers have attended in-service training and 32.41 percent have not attended in-service training. Those who had attended in-service training indicated that the training provided them with knowledge and skills on how to manage school instructional process. Majority

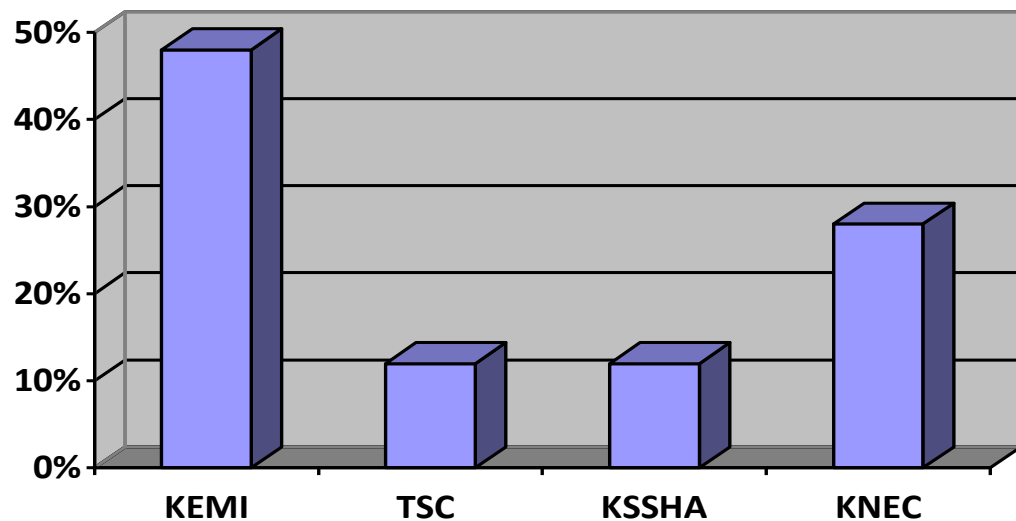
of the teachers agreed that the training was of benefit to them and led to improved students' academic performance.

4.3.5 Respondents' training agency

The study further determined from the respondents who had acquired in-service training in education the training agency.

The principals' responses on their training agency are presented in figure 4.5.

Figure 4.5 Principals' training agency

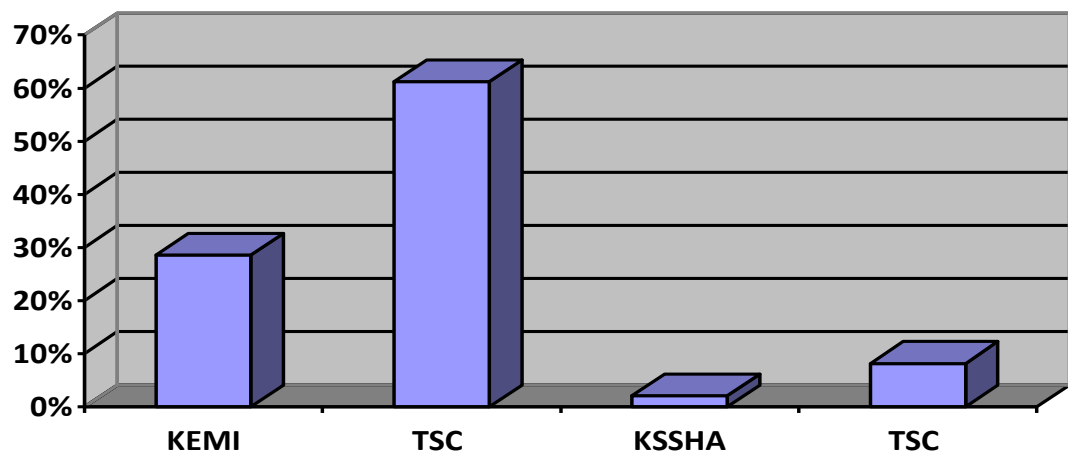


The results indicate that majority 12(48 percent) of the principals had been trained in educational management by KEMI, followed by those trained by KNEC 7(28 percent). This implies that KEMI is the leading in-service training agency on educational management. The principals therefore had the required educational management knowledge and skills to handle instructional supervisory practices in enhancing

students' academic performance in their schools.

All the 25 principals agreed that the in-service training was beneficial to them and led to students' academic improvement.

Figure 4.6 Teachers' responses on the training agency



According to the findings majority of the teachers 60 (61.22 percent) have acquired in-service training from KEMI and 30 (30.61 percent) have been trained in marking the National Examinations by KNEC. This implies that KEMI is the leading in-service training agency on education. The teachers therefore had the required knowledge and skills to handle their instructional duties thus enhancing students' academic performance in the schools. All the 98 (100 percent) teachers agreed that the in-service training was beneficial to them and led to students' academic improvement.

4.3.6 Teachers' teaching experience in other schools

The study sought to establish whether the teachers had taught in other schools. This

was to find out if they had teaching experiences from other schools that could be applied to their current schools to improve academic performance. The findings are presented in table 4.6.

Table 4.6 Teachers’ teaching experience in other schools

Response	Frequency	Percentage
Yes	83	57.24
No	62	42.76
Total	145	100

The findings show that 57.24 percent of the teachers have taught in other schools. This indicates that they had experiences from other schools which could be applied in their current schools for better academic performance. Majority of the teachers, 92.77 percent who had teaching experience from other schools indicated that their principals had observed them in class. The teachers also indicated that the principals supervised their work through checking of professional documents such as schemes of work, records of work and adherence to timetable records.

4.4 Checking of teachers’ professional documents by principals and students’ academic performance

The first question of the research sought to find out whether the principals check professional documents in their schools and how that influence students’ academic performance. The study determined the influence of the principals’ supervisory practices of checking teachers’ professional documents on students’ performance based on the tasks performed by principals in instructional supervision. This was

rated on (W) if weekly, (F) if fortnightly, (M) if monthly, (O) if once per term and (N) if never.

4.4.1 Principals' responses on checking of professional documents

The study determined from the principals if they checked teachers' professional documents and the frequency of doing so. This variable is important because when teachers' professional documents are checked by the principals the teachers tend to be more alert and focused hence improving on their instructional duties. The findings are presented table 4.7.

Table 4.7 Principals' responses on checking of professional documents

1	Professional documents	W		F		M		O		N	
		F	%	F	%	F	%	F	%	F	%
a)	Schemes of work	2	8	3	12	4	16	16	64	0	0
b)	Records of work	1	4	2	8	20	80	2	8	0	0
c)	Lesson plans	5	20	3	12	2	8	13	52	2	8
d)	Progress records	1	4	3	12	4	16	15	60	2	8
e)	Students' attendance registers	14	56	4	16	2	8	3	12	2	8
f)	Teachers' adherence to timetable	2	8	3	12	18	72	2	8	0	0

From the findings, majority of the principals check professional documents. For instance 64 percent of the principals check the schemes of work on termly basis, 80

percent check records of work on monthly basis, 72 percent check lesson plans on weekly basis, 56 percent check students' attendance registers on weekly basis and 72 percent check teachers' adherence to the timetable on monthly basis. This indicates that the principals do not carry out instructional supervision regularly to ensure the teachers' preparedness to carry out their instructional duties. It was clear that the frequency of checking teachers' professional documents by principals was low hence influencing students' academic performance negatively. A few principals indicated that they never checked lesson plans, progress records and students' attendance registers due to heavy workload in the office. From the findings it is clear that the principals had to increase the frequency of checking teachers' professional documents in order to realize improved students' academic performance. The findings indicated that there was continuous improvement in K.C.S.E performance in schools where the principals checked teachers' professional documents more frequently.

4.4.2 Teachers' responses on checking of professional documents

The study sought to find out if the teachers were aware that their principals had to supervise their work. All the teachers indicated that they were aware that the principals were supposed to carry out instructional supervision on their work. The study also determined the frequency of the principals' checking of the teachers' professional documents. This variable is important because when teachers' professional documents are checked by the principals the teachers tend to be more

alert and focused on their instructional duties. The findings are presented in table 4.8.

Table 4.8 Teachers' responses on checking of professional documents

1	Professional documents	W		F		M		O		N	
		F	%	F	%	F	%	F	%	F	%
a)	Schemes of work	2	1.3	13	8.9	40	27.5	80	55.0	10	6.89
b)	Records of work	5	3.44	20	13.7	100	68.9	12	8.3	8	5.5
c)	Lesson plans	10	6.9	30	20.7	80	55.2	20	13.8	5	3.4
d)	Progress records	8	5.5	4	2.8	24	16.6	92	63.4	17	11.7
e)	Students' attendance registers	40	27.6	52	35.9	30	20.7	20	13.8	3	20.1
f)	Teachers' adherence to timetable	60	41.4	42	28.9	13	8.9	20	13.8	10	6.9

From the findings majority of the teachers indicate that principals check professional documents. For instance, majority of the teachers indicate that principals check the schemes of work on termly basis, and the records of work are checked on monthly basis. However, a number of teachers indicated that some of the documents such as progress records, schemes of work and teachers' adherence to timetable were never checked. Therefore this led to poor performance in the schools where such records were not checked. From the study findings the schools where the principals checked the professional documents had a continuous improvement in K.C.S.E mean score between 2009-2013. The teachers concurred with the principals that checking of the professional documents led to students' improvement in academic performance.

4.5 Responses on principals' classroom observation and K.C.S.E performance

The second question of the study was to establish the influence of principals' classroom observation on students' performance in K.C.S.E. This was rated on (W) if weekly, (F) if fortnightly (M) if monthly, (O) if once per term and (N) if never.

4.5.1 Principals' responses on classroom observation

The study determined from the principals if they carried out classroom observation during teaching and learning activities. This was important because classroom observation encourage effective participation in instructional activities by both teachers and students hence leading to improvement in students' academic achievement. The findings are presented in table 4.9.

Table 4.9 Principals' responses on classroom observation

2	Classroom observation	W		F		M		O		N	
		F	%	F	%	F	%	F	%	F	%
a)	Visiting students in classrooms	1	4	4	16	15	60	5	20	0	0
b)	Observing teaching and learning activities	2	8	8	32	10	40	5	20	0	0
c)	Checking students' notebooks	3	12	4	16	16	64	2	8	0	0
d)	Checking lesson attendance registers	4	16	6	24	12	48	3	12	0	0

The study established that majority of the principals carried out classroom observation. The findings in table 4.9 indicate that 64 percent of the principals check students' notebooks on monthly basis, 60 percent visit students in classrooms and 48 percent check lesson attendance registers on monthly basis. The principals indicated that they lacked enough time for classroom observation due to many administrative duties. The study established that in schools where classroom observation was conducted, K.C.S.E performance improved between the years 2009-2013 and in schools where the principals did not carry out classroom observation activities the K.C.S.E mean score declined.

4.5.2 Teachers' responses on principals' classroom observation

The teachers were asked to give their responses on the influence of principals' classroom observation on students' performance in K.C.S.E. This was rated on (W) if weekly, (F) if fortnightly, (M) if monthly, (O) if once per term and (N) if never.

The findings are as indicated in Table 4.10.

Table 4.10 Teachers responses on the principals' classroom observation

2	Classroom observation	W		F		M		O		N	
		F	%	F	%	F	%	F	%	F	%
a)	Visiting students in classrooms	5	3.4	10	6.8	120	82.8	8	5.5	2	1.4
b)	Observing teaching and learning activities	2	1.4	8	5.5	110	75.9	20	13.6	5	3.4
c)	Checking students' notebooks	3	2.1	6	6.2	121	78.9	12	12.4	3	2.1
d)	Checking lesson attendance registers	8	5.5	12	12.4	118	81.4	11	3.4	2	1.4

The teachers indicate that the principals conduct classroom observation. For instance, 82.8 percent of the teachers indicate that principals visit students in classrooms monthly, 75.9 percent observe teaching and learning activities on monthly basis, while 78.9 percent check students' notebooks and 81.4 percent check lesson attendance registers. This implies that the principals are interested in what goes on in the classrooms hence encouraging high academic achievement. The study

established that majority of the schools where the principals carried out classroom observation had an improvement in K.C.S.E mean scores between the years 2009-2013. A study by Kimeu (2012) on the influence of principals’ instructional supervision on K.C.S.E performance concurs that principal’s instructional supervision practices including classroom observation led to improvement in K.C.S.E. In this study the principal and the teachers concurred that there was a direct relationship between principals’ classroom observation and K.C.S.E performance.

4.6 Academic target setting and students’ academic performance

The third objective of the study was to establish the influence of the principals’ academic target setting on students’ performance in Kenya Certificate of Secondary Education. The study first determined if the surveyed schools set targets and also sought to find out the people who set the targets. This variable was important because academic targets give the direction of instructional processes as teachers and students tend to work to achieve the set targets. The findings are presented in table 4.11.

Table 4.11 Responses on principals’ academic target setting

Response	Principals		Teachers	
	F	%	F	%
Yes	25	100	131	90.34
No	0	0	14	9.66
Total	25	100	145	100

The findings indicate that 90.34 percent of the teachers concur with the principals that their schools set academic targets. This implies that target setting is very crucial as it shows where the school needs to be especially as far as students' academic performance is concerned. Schools with clear targets tend to perform better than those with no targets as all the school stakeholders tend to work hard towards achieving the targets especially Principals, teachers, non-teaching staff, and students. The findings further indicate that both principals and teachers set academic targets. The study findings indicate that in schools where the targets were set by both principals and teachers, the K.C.S.E mean score was higher. This showed the importance of teamwork in setting academic targets as all members tend to work towards achieving the targets. Supervisors working together can make the learning environment more user friendly, caring and respectful for students and supportive of a community of leaders, therefore, this remains a primary intellectual and moral challenge of supervisory leadership (Sergiovanni and Starratt, 1993)

The study further determined the previous and current year school targets. This was to establish if the schools keep on improving on their targets. The findings are as tabulated in Table 4.12.

Table 4.12 Responses on previous year academic targets

Target	Principals		Teachers	
	F	%	F	%
1-3	7	28	8	6.10
4-6	11	44	112	85.50
7-9	7	28	11	8.40
10-12	0	0	0	0
Total	25	100	131	100

According to the findings 44 percent of the principals and 85.50 percent of the teachers indicated that the previous year target was 4-6 which was fair. This implies that the schools' KCSE mean scores keep on improving from year to year. The study finding was that there was a direct coloration between the targets set and the students' K.C.S.E mean scores. The responses on current year academic targets are presented in table 4.13.

Table 4.13 Responses on current year academic targets

Target	Principals		Teachers	
	F	%	F	%
1-3	2	8	6	4.58
4-6	13	48	111	84.73
7-9	10	44	14	10.69
10-12	0	0	0	0
Total	25	100	131	100

The results in Table 4.13 show that 48 percent of the principals and 84.73 percent indicate a range of 4-6 target for both previous and current year. Majority of the respondents indicated that their schools keep on improving on their targets every year, which is an indication that they strive to achieve the targets in terms of the students' performance. The findings also indicate that schools which set higher targets also achieve higher mean scores in KCSE.

4.7 Post observation conference and students' academic performance

The study further sought to establish the influence of post observation on students' academic performance. The study determined if principals observe teachers as they teach, if they organize post conference meetings with teachers, the aspects discussed during post observation meetings, if the meetings are friendly, if the meetings are used as fault finding and if the post observation conference meetings give prompt feedback. The findings are as indicated in Table 4.14.

Table 4.14 Principals responses on post observation conferences

Post observation conferences	Yes		No	
	F	%	F	%
i) Do you observe teachers as they teach?	20	80	5	20
ii) Do you organize post observation meetings with teachers?	16	80	4	20
	14	87.5	2	12.5
iii) Are the meetings friendly?	3	18.75	13	81.25
iv) Do you use the meetings as fault finding?	7	43.75	9	56.25
v) Do the post observation meetings give prompt feedback?				

According to the findings, 80 percent of the principals, observe teachers as they teach and organize post observation meetings with the teachers. However the principals indicated that they lacked adequate time to carry out frequent classroom observations and post observation conferences. A large number of the principals indicate that post observation meetings are friendly and a small number indicate that they use the post conference meetings as fault finding. Some of the principals indicated that they never have adequate time for post observation conferences as they were overloaded by administrative work. Majority of the principals (56.25 percent) indicated that the post observation meetings do not give prompt feedback due to lack of enough time for the same. In schools where principals organized post

observation conferences with teachers and gave prompt feedback, there was improved academic performance. The results imply that post observation conference is important as it helps in directing the academic decision on the right path geared towards improved students' academic performance.

The teachers were asked to give information on the principals' activities on post observation conference. The findings are presented in table 4.15.

Table 4.15 Teachers' responses on post observation conferences

Post observation activities	Yes		No	
	F	%	F	%
i. Does the principal observe you as you teach?	107	73.79	38	26.21
ii. Does the principal organize post observation conferences?	75	70.09	32	29.91
iii. Are the meetings friendly?	60	80	15	20
iv. Does the principal use the post observation meetings as fault finding?	30	40	45	60
v. Do the post observation meetings give prompt feedback?	14	18.67	61	81.33
vi. Do you think your principal is effective in carrying instructional supervision?	93	64.14	52	35.86

From the findings 73.79 percent of the teachers indicate that their principals observe them as they teach in class and the principals organize post observation conferences.

Many of the teachers (80 percent) indicated that the meetings were friendly and only

a small number (20 percent) indicate that the meetings are fault finding. The study findings also indicate that in schools where the principals conduct post observation conferences, academic performance had improved between the years 2009-2013. Both the teachers and the principals concurred that there was a direct relationship between post observation conference and students' academic performance in KCSE.

The respondents were asked to give information about the aspects which were discussed during the post observation conferences. Majority of the principals and teachers indicated that such aspects included students' learning activities, use of teaching aids, teaching methodology and students' involvement in the lessons. This implies that principals have interest in the instructional process which in turn leads to improved academic performance in KCSE.

The teachers were asked to give information as to whether their principals were effective in carrying out instructional supervision. Majority of the teachers 93(64.14 percent) indicated that their principals were effective in instructional supervision while a few disagreed. This implies that principals' instructional supervision has a relationship with students' academic performance in KCSE.

4.8 Data analysis on school performance

The study sought information about the principals' teaching load per week, a comment on KCSE performance, and the respondents' opinion on other strategies that can be put in place to enhance academic improvement in KCSE. This was to establish whether the principals' had adequate time for effective performance in instructional supervision practices. Principals' teaching load per week is indicated in Table 4.16.

Table 4.16: Principals' teaching load per week

Number of lessons per week	Frequency	Percentage
1-5	2	8
6-10	5	20
11-15	12	48
16-20	3	12
Over 20	3	12
Total	25	100

The findings indicate that all the principals are involved in instructional process with majority (48percent) having a teaching load of 11-15 lessons per week. The principals who had 10 and above lessons indicated that they did not have adequate time for effective instructional supervision. Some of the principals indicated that being involved in teaching motivated their teachers and students towards better academic performance. Majority of principals indicated that there was a slight improvement in KCSE over the years.

The study also sought information from the respondents about what other strategies could be put in place to enhance students' academic performance in KCSE. Most of the respondents indicated that provision of adequate instructional materials, more teachers and improved motivational strategies to teachers and students could lead to better academic results in KCSE. The findings are presented in table 4.17.

Table 4.17 Responses on average performance for the surveyed schools

Year	Average mean score	Comment
2009	4.25	Fair
2010	4.19	Slight drop
2011	4.54	Improvement
2012	4.91	Improvement
2013	5.20	Improvement

The findings of the study indicate that there was general improvement in the schools between the years 2009-2013. This implies that principals' effective instructional supervision has a direct influence on students' academic achievement in KCSE. The study findings further indicate that other factors that could have led to low KCSE mean scores in public secondary schools in Yatta Sub-County included; shortage of the teaching personnel, inadequate teaching and learning materials and financial constraints .

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The KCSE results analysis 2013 obtained from the County Director of Education Machakos showed that Yatta Sub-County performed poorer than the neighbouring Sub-Counties of Mwala and Masinga. The purpose of the study was to establish the influence of secondary schools principals' instructional supervision practices such as checking of teachers' professional documents, classroom observation, academic target setting and post observation conferences with teachers on students' performance in Kenya Certificate of Secondary Examination in Yatta Sub-County. The study sought information to answer research questions namely: to what extent does checking of teachers' professional documents by principals influence students' performance in KCSE in Yatta Sub-County, to what extent does classroom observation by principals influence students' academic performance in KCSE in Yatta Sub-County, to what extent does academic target setting by principals influence student's performance in KCSE in Yatta Sub-County and to what extent

does post observation conference influence students' performance in KCSE in Yatta Sub-County, Kenya.

The study used descriptive survey design in which it targeted 50 principals and 510 teachers, out of which a total of 25 principals and 153 teachers were sampled for the study. The data was collected by use of questionnaires and interview guide. Supervisors of this study were consulted to validate the research instruments. The questionnaires comprised of three sections: section A was based on collection of personal data, section B based on instructional supervision practices, and section C was based on school performance. To establish the reliability of the research instruments the test re-test method was used whereby the pilot study respondents were issued with questionnaires for them to fill and the same questionnaires subjected to a retest to establish the response. The reliability coefficient was computed using Pearson's Product Co-relation Co-efficient. All the 25 principals and 145 teachers filled and returned the questionnaires. Data was analyzed both qualitatively and quantitatively by use descriptive statistics and content analysis.

On the influence of principals' checking of teachers' professional documents, majority of the principals 16(64 percent) and teachers 80(55 percent) indicated that schemes of work were checked on termly basis. According to the principals 20 (80 percent) and teachers 100(68.9 percent) records of work were checked on monthly basis. Majority of the principals indicated that lesson plans and progress records were checked on once a term. Majority of the teachers indicated that lessons plans were checked once a

month and progress records were checked once per term. According to majority of the principals students' attendance registers were checked weekly, while teachers' adherences to timetable records were checked once a month. Most of teachers indicated that students' attendance registers were checked fortnightly while teachers' adherence to timetable records were checked weekly. The study findings show that majority of the respondents agreed that checking of the professional documents of teachers by principals influenced the students' performance in KCSE. The findings of the study showed that in schools where the principals checked teachers' professional documents, students' academic achievement was higher.

The second objective of the study sought information about the influence of principals' classroom observation on students' academic performance. Majority of the principals 15 (60 percent), 10(40 percent), 16(64 percent), 12(48 percent) indicated that they visited students in classrooms, observed teaching and learning activities, checked students' notebooks and checked lesson attendance registers respectively once a month. Majority of the teachers indicated that principals carried out classroom observation activities once a month. The study findings established that in schools where the principals carried out classroom observation activities students' performance in KCSE improved between the years 2009-2013 while in schools where principals did not carry out classroom observation activities the KCSE mean scores were low.

The third objective of the study was to establish the influence of the principals' academic target setting on students' performance in KCSE. The findings indicate that a majority of the teachers 131(90.34 percent) concurred with the principals that their schools set academic targets and the targets are set by both principal and teachers. A majority of the principals 11(44 percent) and teachers 112(85.50 percent) indicated that their previous year target was between 4-6 which was fairly good while the frequencies for the same range of target increased for the current year. This indicated that the targets kept on improving every year. The study revealed that the principal ensured that every teacher worked towards the achievement of his/her target. A majority of the principals and teachers agreed that target setting led to improved students' performance in KCSE.

The fourth objective sought data to establish the influence of post observation conferences with teachers on students' academic performance. Both principals and teachers concurred that post observation conferences were very important as they led to higher academic achievement. A majority of the principals and teachers agreed to the statements of post observation conference. For instance, 20(80 percent) of the principals agreed that they observe teachers in classrooms as they teach and they organize post observation meetings with their teachers. They also agreed that the meetings are usually friendly and not fault finding. However, 9(56.25 percent) of the principals indicated that they lack of enough time to give prompt feedback due to heavy load of administrative work. Most of the teachers 107(73.79 percent) and 75 (70.09 percent) agreed that their principals observe them as they teach and organize

post observation conferences. They also indicated that the meetings are friendly and are not used as fault finding. Majority of the teachers 61 (81.33 percent) indicated that the principals do not give prompt feedback after the meetings. They concurred with the principals that there is lack of enough time to provide feedback due to the heavy load of administrative duties. Majority of the principals and teachers indicated that the aspects discussed during post observation conferences included; students learning, use of teaching aids, teaching methodology and students' involvement in the lessons. The study findings further indicated that other factors that could have led to low KCSE mean scores in public secondary schools in Yatta Sub-County included; shortage of the teaching personnel, inadequate teaching and learning materials and financial constraints .

5.3 Conclusion

The study concluded that the principals' supervision practices were very important and had to be strengthened. For instance checking of the teachers' professional documents had to be done more frequently, the principals had to increase the frequency of classroom observation, the targets had to be set by both the principal and teachers and had to be reviewed from time to time to ensure that the teachers and students were on the right track. The study concluded that there was need for delegation of instructional supervision duties to the deputy principal and Heads of Departments to assist the principal. The study also concludes that post observation meetings should be friendly and give prompt feedback in order to enhance students' academic performance. Further the study concludes that the principal should have lessons to teach in the

classrooms so as to set the pace towards achievement of the set targets and also employ more instructional supervision strategies to improve students' academic performance in KCSE. Such strategies include; provision of teaching and learning materials, more teacher development programmes, and motivation of teachers and students. Finally, the study concluded that other factors that could have led to low KCSE mean scores in public secondary schools in Yatta Sub-County included; shortage of the teaching personnel, inadequate teaching and learning materials and financial constraints .

5.4 Recommendations

- (i) The TSC should empower the deputies and HODs to assist the principal in carrying out instructional supervision and employ more teachers to reduce teacher shortages in order to enhance students' academic performance.
- (ii) KEMI and the Ministry of Education should plan to offer training on capacity building for the principals and teachers during school holidays when teaching is not going on so that many may attend.
- (iii) The Quality Assurance and Standards Officers should intensify supervision activities in the schools and advise the principals and teachers accordingly.
- (iv) Board of Management (BOM) should plan for motivation of teachers and students in order to encourage them towards higher academic achievement.
- (v) The principal should ensure that targets are set on time through teamwork and all necessary resources acquired in order to realize the targets.

5.5 Suggestions for further research

- (i) Further studies should be done on influence of principals' instructional supervision practices on students' performance in KCSE in other sub-counties using a larger sample.

- (ii) Further studies should be done on influence of other principals' leadership tasks on students' academic performance in KCSE.

- (iii) Further studies should be done on the influence of the Quality Assurance and Standards Officers (QASO) supervisory activities on students' academic performance in KCSE.

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APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi
P.O. Box 30197
Nairobi.

Date 2015

The principal,
_____ Secondary school

Yatta Sub-County.

Dear Sir/ Madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES

I am a post graduate student at University of Nairobi, Department of Educational Administration and planning pursuing a Master of Education degree. I am carrying out a research on **Influence of Principals' Instructional Supervision Practices on Students' Performance in Kenya Certificate of Secondary Education in Yatta Sub-County, Kenya.**

In this regard, I request for your permission and support in carrying out this study in your school. The information given will be used for academic purpose only and your identity will remain confidential.

Yours faithfully,

Mutinda Regina Nduku
E55/62594/2011

APPENDIX II

PRINCIPALS’ QUESTIONNAIRE

This questionnaire is to be used for educational purposes only. Kindly complete each section by providing the information requested for in order to enable the researcher to carry out a valid and reliable research project. **DO NOT** indicate your name or that of your school.

Section A: Demographic information

1. Please indicate your gender.

Male [] Female []

2. What is your highest professional qualification?

PhD [] M.Ed [] B.Ed [] Diploma in Education []

Any other (specify).....

.....

3. Please indicate years served as a principal.

1 year and below [] 2-5 years [] 6-10 years []

11-15 years [] Over 15 years []

4. a) Please indicate whether you have attended any of the following:

	Yes	No
i. Seminar		
ii. Workshop		
iii. In-service training		

b) If yes, which was the training agency?

KEMI [] TSC [] KSSHA [] KNEC []

Any other (specify)

.....

5. a) Did you find the training to be of any benefit to you as a principal in a secondary school? Yes [] No []

b) Briefly explain

SECTION B: Principals' supervision practices

6. The following tasks are supposed to be performed by principals in instructional supervision.

Please indicate by use of a tick (√) the frequency of performing the following instructional activities in your school.

Tick (W) if weekly, (F) if fortnightly, (M) if monthly,

(O) if once per term and (N) if never

6	Checking of professional documents;	W	F	M	O	N
(a)	Schemes of work					
(b)	Records of work					
(c)	Lesson plans					
(d)	Progress records					
(e)	Students' attendance registers					
(f)	Teachers' adherence to timetable					

7.	Classroom observation					
(a)	Visiting students in classrooms					
(b)	Observing teaching and learning activities					
(c)	Checking students' notebooks					
(d)	Checking lesson attendance registers					

8. Target setting

- i. Does your school set targets? Yes [] No []
- ii. Who sets the targets?
 - a) Teachers [] (b) Principal [] (c) Both Teachers and Principals []
- iii. What was your previous year target?
 - (a) 2- 4 [] (b) 5 – 7 [] (c) 8 -10 [] (d) 11-12 []
- iv. What is your current year target?
 - (a) 2- 4 [] (b) 5 – 7 [] (c) 8 -10 [] (d) 11-12 []

9. Post observation conference

- a) i) Do you observe teachers as they teach? Yes [] No []
- ii) If No please give possible reasons.....

- b) i) Do you organize post conference meetings with teachers?
- ii) If No please give possible reasons.....

- iii) Are the post observation meetings friendly? Yes [] No []

iv) What are the aspects discussed during the post observation conference?

.....
.....

v) Is immediate feedback provided to teachers after post observation conference?

Yes [] No []

SECTION C: School Performance

10. Please indicate your teaching load in a week

1-5 lessons [] 6-10 lessons [] 11-15 lessons []

16-20 lessons [] Over 20 lessons []

11. Kindly indicate and comment on whether there is an improvement or a drop on your school performance in KCSE in the last five years.

Year	KCSE mean Score	Comment
2009		
2010		
2011		
2013		

12. In your opinion, what other instructional supervision strategies should principals put in place to enhance KCSE performance?

.....

Thank you for your participation

APPENDIX III

TEACHERS' QUESTIONNAIRE

The information in this questionnaire is for research purpose only. Do not write your name on the questionnaire. Please respond to each question by filling or ticking your honest opinion in the box or the gap provided.

Section A: Demographic information

1. Please indicate your gender. Male [] Female []
2. Please indicate your highest academic qualification
PhD [] M.Ed [] B.Ed [] Diploma []
3. For how long have you been a teacher since first appointment?
Below 5 years [] 6 – 10 years []
10 – 15 years [] Above 15 years []
4. a. Please indicate whether you have attended any of the following:

	Yes	No
iv. Seminar		
v. Workshop		
vi. In-service training		

- b) If yes which was the training agency?

KEMI [] TSC [] KNEC []

Any other specify.....

5. a) Apart from teaching practice, have you taught in other secondary schools? Yes [] No []

b) If yes, did the principal observe you in class? Yes [] No []

c) How else did the principal supervise your work?

.....
.....

SECTION B: Instructional supervision activities

6) Are you aware that your principal is supposed to carry out instructional supervision of your work? Yes [] No []

7) How often does the principal supervise your work?
Weekly [] Fortnightly [] Monthly []
Once per term [] Never []

8) The following tasks are supposed to be performed by principals in instructional supervision. Please indicate by use of a tick (✓) the frequency of performing the following;
Tick (W) if weekly, (F) if fortnightly, (M) if monthly, (O) if once per term and (N) if never

8	Checking of professional documents;	W	F	M	O	N
(a)	Schemes of work					
(b)	Records of work					
(c)	Lesson plans					
(d)	Progress records					
(e)	Students' attendance registers					
(f)	Teachers' adherence to timetable					

9.	Classroom observation					
(a)	Visiting students in classrooms					
(b)	Observing teaching and learning activities					
(c)	Discussing lesson observation with teachers					
(d)	Giving instructional guidance to teachers appropriately					

10. Target setting

- a) Does your school set targets? Yes [] No []
- b) Who sets the targets? (a) Teachers [] (b) Principal []
(c) Both Teachers and Principals []
- c) What was your previous year target?
a) 2- 4 [] (b) 5 – 7 [] (c) 8 -10 [] (d) 11-12 []
- d) What is your target this year?
(a) 2- 4 [] (b) 5 - 7 [] (c) 8 -10 [] (d) 11-12 []

11. Post observation conference

- a) i) Does the principal observe you as you teach? Yes [] No []
ii) If No, please explain possible reasons.....
.....
- b) i) Does your Principal organize post observation conference meetings with teachers? Yes [] No []
ii) If No, please explain possible reasons.....
.....

iii) Are the post observation conference meetings friendly?

Yes [] No []

iv) Does the principal use the post observation conference meetings as fault finding? Yes [] No []

v) Does the principal provide prompt feedback for post observation meetings?

Yes [] No []

SECTION C: School performance

12. Kindly comment on whether there is an improvement or a drop on your school performance in KCSE in the last five years

13. In your opinion, what other instructional strategies should principals put in place to enhance KCSE performance.....

Thank you for participation

APPENDIX IV

LIST OF SCHOOLS IN THE YATTA SUB-COUNTY

SCHOOL	CATEGORY
1. Matuu Memorial Girls	Public
2. Kaluluini Secondary	Public
3. Makivenzi Girls'	Public
4. Kivandini Secondary	Public
5. Katangi Boys'	Public
6. Ndalani Secondary	Public
7. Kyasioni Secondary	Public
8. Ngumbulu Secondary	Public
9. Mekilingi Secondary	Public
10. Kithimani Secondary	Public
11. Syokisinga Secondary	Public
12. Kikesa Secondary	Public
13. Kithendu Secondary	Public
14. Fr. Makewa Secondary	Public
15. Kitheuni Secondary	Public
16. Maiuni Secondary	Public
17. Yumbuni Secondary	Public
18. Kilango Secondary	Public

19. Mbingoni Secondary	Public
20. Kiwanza Secondary	Public
21. Kaumoni Secondary	Public
22. Mamba Secondary	Public
23. Kalukuni Secondary	Public
24. Kikesa Secondary	Public
25. Kyua Secondary	Public
26. Ikombe Secondary	Public
27. Bishop Paul Mutua Secondary	Public
28. Kivingoni Secondary	Public
29. Mavoloni Secondary	Public
30. Mbembani Secondary	Public
31. Matangini Secondary	Public
32. Nzukini Secondary	Public

APPENDIX V

AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:
20th July, 2015

NACOSTI/P/15/3299/6371

Regina Nduku Mutinda
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of principals' instructional supervision practices on students' performance in Kenya Certificate of Secondary Education in Yatta District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **4th December, 2015**.

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

The County Director of Education
Machakos County.



APPENDIX VI

RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MS. REGINA NDUKU MUTINDA of UNIVERSITY OF NAIROBI, 27562-100 nairobi, has been permitted to conduct research in Machakos County</p> <p>on the topic: INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISION PRACTICES ON STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN YATTA DISTRICT, KENYA</p> <p>for the period ending: 4th December, 2015</p> <p style="text-align: center;"></p> <p>Applicant's Signature</p>	<p>Permit No : NACOSTI/P/15/3299/6371 Date Of Issue : 20th July, 2015 Fee Received :Ksh 1,000</p> <div style="text-align: center;">  Director General National Commission for Science, Technology & Innovation </div>
<p>CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed without prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice. 	
<div style="text-align: center;">  REPUBLIC OF KENYA  National Commission for Science, Technology and Innovation </div>	
<p>RESEARCH CLEARANCE PERMIT</p> <p style="text-align: right;">Serial No. A 5844</p> <p>CONDITIONS: see back page</p>	

APPENDIX VII

AUTHORIZATION LETTER FROM THE SUB – COUNTY



**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT**

Telephone: 21009 and 21983 – 90100
Address: countycommasaku@gmail.com
Fax No. 044-21999

OFFICE OF THE
County Commissioner Email
P.O. Box 1 - 90100
MACHAKOS.

When replying please quote

REF CC ADM 5/9 VOL I /119

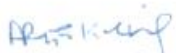
29th July 2015

Deputy County Commissioner
YATTA

RE: RESEARCH AUTHORIZATION

This is to inform you that you Regina Nduku Mutinda of University of Nairobi has been authorized to carry out a research on ***“Influence of principals instructional supervision practices on students’ performance in Kenya Certificate of Secondary Education in Yatta District, Kenya)”*** for a period ending 4th December 2015.

Kindly accord her the necessary support to enable her achieve her goal.


Anne Gakuria
County Commissioner
MACHAKOS