FACTORS INFLUENCING PRINCIPALS' INSTRUCTIONAL SUPERVISION PRACTICES IN PUBLIC SECONDARY SCHOOLS IN POKOT WEST SUB COUNTY, KENYA

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

University of Nairobi

2016

DECLARATION

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

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DEDICATION

This research work is dedicated to my parents Julius and Virginia, my wife Kinya and immediate family members for their support and encouragement throughout the study period.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

CEB   County Education Board

DFID   Department for International Development

EFA   Education for All

ESQAC   Education Standards and Quality Assurance Council

KCSE   Kenya Certificate of Secondary Education

MOE   Ministry of Education

MOEST   Ministry of Education Science and Technology

NACOSTI National Commission for Science, Technology & Innovation

NEB   National Education Board

QASOs   Quality Assurance and Standards Officers

TSC   Teachers Service Commission

UNESCO United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of thisresearch work was to establish factors influencing principals' instructional supervision practices in governmental secondary schools in Pokot West sub-county, Kenya. The objectives of the studydesired to actuate whether teachers' attitude influence principals' instructional supervision practices, to establish whether the size of the school influence principals' instructional supervision practices, to examine whether the principals' administrative experience influence their instructional supervision practices and to establish whether the principals' workload influence instructional supervision practices. The study adopted descriptive cross-sectional survey research design. The target population for the study consisted of 27 principals, 31 deputy principals and 216 heads of department in Pokot West sub-county,Kenya. The sample size was 82 respondents; consisting of 8 (eight) principals, 9 (nine) deputy principals and 65 heads of departments. Stratified random sampling technique was used to select schools, whereas the respondents were picked purposively. The questionnaires were used as a research tool to collect data. Descriptive statistics based on frequency and percentage distribution and cross tabulations were used to analyze the data and make comparisons between the desired variables. The study established that instructional supervision practices were influenced by teachers' attitude, the size of the school, principal's administrative experience, and principal's workload. The study concluded; a) that the administrative structures in the school such as the principals, deputy principals, and heads of departments should be apparent to various pedagogical methods so as to be cognizant with finest practices of instructional supervision, b) the principals and teachers in position of leadership should have management training and c) that the principals should ensure that they delegate some duties to members of the staff. The recommendations made were established on the findings and conclusions of the research which included the following: the principals should be exposed to training on instructional supervision and the Ministry of Education, Science and Technology should adhere to recommended number of students per class so as to reduce overcrowding and high student-teacher ratios. Further research studies should be carried out to establish principals' instructional supervision practices in private secondary schools in Pokot West sub-county and to investigate training needs in curriculum supervision of deputy heads and heads of departments.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The main aim of education in any single nation is to provide students with insights, skillfulness, dispositions and attitudes which permit them to be remodeled fruitful in the society. Consequently, education is perceived as an imperative stimulant that greatly instigates the progress and fiscal opulence of a nation and the status of liveliness of its citizenry. UNESCO (1994), recognizes education as a basic human right. Thus, most countries are focussed on providing quality and affordable education for all by the year 2015.

UNESCO (2000), emphasized strengthening of inspections of schools for effective teaching and learning. Similarly, the World Bank (2010) contended that systems of supervisions and support to schools are frequent areas of reform employed by world nations to improve their education outcomes and mitigate education challenges associated with global education policies. The supervisor's basic aim is sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system. Supervision across the world is conducted depending on each country's policy.

According to Wanjiru (2015), the capacity of education to effectively impact positively on the consumers can only be actualized by the quality and

standards upon which the beneficiaries access it. Many jurisdictions in the world have recognized the essence of having good follow up programs in terms of ensuring prompt delivery of good education programs. This has been by way of regulation and building the capacity of the teachers with the aim of remodeling the settingthat surround the schooling and advancement of both learners and tutors. Pedagogical supervision has, therefore, been employed as a tool to assure quality and standards upholding in many countries. The main function of instructional supervision is to offer opportunities for schools to be effective as well as to increase the adeptimprovement of teachers as medium of expertly admonishing the tutorage and learning techniques (Kutsyuruba, 2003)

In the earlier American education system, non-professionals who included the clergy, school wardens, trustees, selectmen and citizen committees handled supervision (Okumbe, 1998) In the United States of America (USA), emphasis has been placed on the employment of peer tutoring by the school administrators and managers in the wake of dispensing and undertaking their instructional supervisory roles. This has seen to it that the standards of education in the USA are upheld and the capacity of the teachers to be effective in undertaking the teaching programmes is maintained (Webb, Metha & Jordan 2010) The instructional supervisory medium has served the education fraternity in the Unites States of America well and has assured consistency in the wake of actualization of programmes without eroding the envisaged quality. Gregory defines instructional supervision as demeanors

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christened by an institution that act on teachers' deportment to expeditelearners schooling. In the United States of America, the Department of Education mandates supervision of teacher performance in local school districts for accountability and improvements of schools.

The practice of instructional supervision by head teachers is deeply ingrained in the basiceducation programs in Europe. A survey carried out by the World Bank in the year 2011 in England, Finland, the Netherlands and New Zealand found out that the head teachers have been allocated duties by the jurisdictions to undertake specific supervisory roles over the teachers (World Bank, 2011). The head teachers are tasked with supervision and evaluation of the teachers under their charge. The head teachers have the privilege of appointing experienced teachers to help them mentor and supervise the newly posted and inexperienced teachers. The head teachers are specifically tasked with assessing the teacher performance against the pupil progress. This has had the net effect of assuring the schools of the capacity of pupils posting good grades at the end of the basic education programmes. Muthoni (2012) further asserts that an increasing number of countries have from the 1990s onwards attempted to reform supervision because of its effectiveness as a key tool in monitoring and improving education quality. Muthoni further observes that the value of education supervision lies in the improvements of teaching and learning situations and consequently students' achievements.

Most countries in Asia have different supervision programs duly undertaken by the head teachers. In Pakistan, the effective participation in basic education programs by the residents is heavily enshrined in their cultural and social economic practices. The participation is driven by values committed to Islamic truth and ethos geared towards realization of economic and technological development (Mushar, 2011) On the other hand though; this exposes the head teachers to a lot of interference in the realization of their mandates. This is because it gives the local communities a lot of leeway giving rise to political interference by local leaders. This demoralizes head teachers to a point whereby they seldom supervise the teachers effectively. It in turn affects the pupil academic performance negatively owing to the neglected function of supervision.

In Malaysia, the leadership and behavior practices of a head teacher are an integral basis for consideration before appointment into the position. The country has a stringent program which forces the head teachers to undergo regular training and skills appraisal on the leadership and behavior management. They are always supposed to act as good role models to the teachers and a high premium is attached to the position (Slarhabi, 2011). This is a key attribute which has forced the head teachers to be adept and keen to the performance of the instructional supervisory roles to the optimum as a yardstick of their output.

In Ethiopia, the supervisory services began to be carried out since 1941. There has been the constant shift of its names "Inspection" and "Supervision". In order to effectively and efficiently achieve the intended objectives of educational supervision, there are two ways to thecoordination of supervision: theafar (external) school supervision and institutional (internal) supervision. The extraneous supervision is conducted by external supervisors at federal, regional and lower levels, whereas the school based supervision is done by the school principals, department heads and senior teachers (Wanijru, 2015).

Phelps Stokes Commission of 1924 established the department of education in 1925 in Uganda. Uganda Education Act of 1970 gave inspectors legitimate powers to visit a school for inspection at any time. According to Sifuna (1990), the beginning of instructional supervision in Kenya can be traced back in the colonial period. This was after the passing of the first education ordinance in 1924 through the recommendation of the Phelps Stokes Commission. The ordinance required all school be registered and open to inspection by a director of education. As in many other developing countries, Kenya considered education to be the priority in its development agenda. Since independence on 12th December, 1964 the independent government through commissions reviewed all aspects of an education system and came up with a new system which accommodated the aspirations of Kenyans as well as initiating several modernization programs. In post independency Kenya age, thestateestablishedcommissions and working parties to examine educational affairs in Kenya. Supervision in Kenyan schools is one of the roles

of head teachers who are charged with the responsibility of supervising actual classroom instruction and other activities in the school (The School Management Guide, 1999).

The government of Kenya through education commissions, the Basic Education Act (2013) and other government reports has continued to emphasize supervisions of schools and instructional practices. The Kenya Education Commission (1964) stresses on the role of instructional supervision in schools and gave principals the role of school-based supervision of instructions. On the other hand the Gachathi Commission (1976) and the Kamunge Report (1988) established an inspectorate department in the Ministry of Education censurable for supervision (MOE, 2009) The Education Act (2013) stresses the urgency for didactic supervisions by chartering Education Standards and Quality Assurance Council (ESQAC) whose objectivesareappraisement of tutors and sustenance of specialty standards and relevance of education in educational institutions. In addition to that, the Basic Education Act (2013) warrants the Teachers Service Commission (TSC), Cabinet Secretary for Education, National Education Board (NEB), national quality assurance bodies and the County Education Board (CEBs) with the consent of sustainment of quality, standards and relevance of training and education.

Supervision of instructional practices incorporates all assignments by which educational supervisors pronounce leadership in enrichment of teaching

andlearning such as classroom observation of instructions, overseeing of teachers' meetings and of individual and group conferences (Olembo, Wanga, and Karagu, 1992). The supervisor should oversee, assess, evaluate and direct staff members to meet the stated goals via observation and evaluation of the lesson, documentation of teacher's performance and advising on areas of improvement (Gregory, 2010).

Checking teacher's professional records is another important instructional supervision activity asserts (Watene, 2011) This encompasses student's report forms, schemes of work, classroom attendance register, lesson plans, progress records, records of work and mark books. According to Afolabi & Loto (2008), the aim of checking the professional records is to assess the teachers' level of preparedness and efforts in gathering information relevant to the lesson. The appropriateness of the teaching and learning resources and evaluation techniques and the content covered in different subjects. Gachoya (2008) in a study observed that 70 percent of pedagogical administratorsadjudged and apprised teachers on conventionalprecursory measures and guardianship of professional documents. The same study found out that teachers plan and organize their lessons more desirable when schools' instructional supervision is routinely conducted. Supervision helps in the improvement of instructions but that notwithstanding its signification in refining instructions and learners' performance, Buregeya (2011) beheld that there is continuingabatement of supervision of schools all over the world. This is due to the uncounted aspects that have joltedproductive principals'

instructional supervision. This research will discuss teachers' attitude towards supervision, the size of the school, principals' administrative experience and principal's workload.

Teachers' attitude towards supervision is a key factor influencing principals' instructional supervision. Teachers' acceptance and interaction with instructional practices such as the technique, methods, models or processes used by the head teacher provide a catalyst for engaging in instructional supervision activities (Wanjiru, 2015) Employees of an organization ought tobe endowed with the requisite attitude and skills to qualify them to accomplish the work efficiently. Work efficiency comprises skills and proper attitude (Mbithi, 2007). Most teachers perceive supervisors with contempt, making them sometimes feel right and sometimes wrongly about the supervision. Blumberg (1980) portrays the tension between supervisors and teachers as a "Private Cold War". Bore (2012), defines supervision as an undertaking of reassuringteacher motivation and human consanguinity. Nonetheless, heobserved that it is neither to deduce the proficiency of tutors nor to dominate them but tolerably work concomitantly with them. Okumbe (1998), however, calls attention to evaluation of supervision to avoid supervisors predicating upon their introspectivepeculiar opinion and prejudicedbiases. The supervisor must, wherefore, guaranteesatisfactory, determinative and principle - based data and records are feasible.

Another factor influencing principals' instructional supervision is the size of the school. Global education policies that aim at promoting equity, access and improved transitions (UNESCO, 2005) have consequently led to massive pupils' enrolment figures and high pupil-teacher ratios throughout the globe, resulting in bigger classes and heavy workload amongst the head teachers and the school principals. This is likely to impact negatively on principals' instructional supervision practices because principals in these schools would be forced to take up more teaching subjects. This would lead to heavy workload and are likely to neglect supervision. They, therefore, cannot undertake classroom observation and also cannot check on syllabus coverage; neither can they initiate model teaching on best practices.

Principals' administrative experience impact on effective instructional supervision (Kirui, 2012).According to Mwiria (1995), limited teaching and administrative experience contributed to management deficiencies in those with less than five years of administrative experience. However, Wawira (2012) ascertains that administrative experience of the principalslittleaffectexecution of instructional practices. The headsof educational institutions have the responsibility of looking across the entireinstitutionwith intention of determining its strengths and weaknesses, evidencing potential problems, bringing intentness to recognition of achievement and to facets of work which needenhancement.Okumbe (1999) observedthat headship is leadership in superfluity assessment and assurance. Effective head teachers seek to establish this vision (Bamburg and Andrew,

1990) through the development of sound educational beliefs which underpin evaluative judgments, school policies, and decision making generally.

The experience of a head teacher as a teacher and as instructional leader exposes them to professional expectations, administration policies and guidelines. This enhances and impacts significantly on their performance of instructional supervision activities. Studies by Rottenberg and Berlinger (1990) and Muriithi (2012) observes that head teachers' experience contributes to their effectiveness and is important for promotion to the post of head teacher since one's performance can be determined before one is entrusted with more responsibilities. The studies further revealed that teachers with three years of experience tend to be less effective than more experienced ones.

Teaching load carried by school principals' impact on instructional supervision, some of them teaching as many as five subjects (Republic of South Africa 1998). Most principals indicated that they did not have the requisite support staff to handle day-to-day administrative issues (Deborah, 2015). Too much work compromises quality time for the core function of monitoring teaching and learning. The head teachers are supervisors as well as teachers and this constitutes their workload. Studies carried out by (Kamindo, 2008) and Sang (2009) agree with the study by UNESCO (2006) stating that instructional supervision related problems for head teachers have been both turbulent and rapid. The head teachers have myriads responsibilities:

classteaching, overall leadership of the school, seeing parents, procuring teaching and learning resources, attending many meetings and as financial managers and controllers they are responsible for preparations of the estimates for recurrent and development expenditures for the approval by the Board of Management (Wanjiru, 2015)

Instructional supervision is the foundation of a successful school, observes Glickman (1998). This is because the myriads elements of instructional effectiveness are molded into successful school actions manifested in high-quality instruction that results in strong levels of students' achievement. Therefore, without a strong, effective and adequate staffed progress of supervision, good performance in a school is unlikely to result, since the control and maintenance of educational standards depend on the frequency, quality of supervision and guidance by the school supervisor (Wanjiru, 2015).

Mostly when the Kenya Certificate of Secondary Education (KCSE) results are released several reports come up trying to appreciate principals with good results and criticize those with poor results citing the ability of the heads of the schools' instructional supervision practices. For quality education to exist there must be adequate techniques of supervision since proper supervision of instruction facilitates the achievement of goals and objectives of education. In this regard, this study aims at looking at factors influencing principals' instructional supervision practices in public secondary school in Pokot West sub-county.

1.2 Statement of the problem

Despite the fact thatthere is intense communalinsistence for quality assurance in education and the requirement for comprehensive instructional supervision practices in learning institutions, there is increasingconcern about theactualization of objectives of secondary school educationby virtue of apprehension that many principals in Pokot West sub-county accord limited consideration to the supervision of activities in their particularschools. Okumbe (1999) identifies three aspects of supervision, the administrative aspects of supervision, the curricular aspect, and the aspect of instructional supervision. The Koech report (1999) and The Sessional paper No 1, (2005) have all attributed good performance to effective supervision by head teachers. However, there is a noticeablepatterneddescent in completion of teachers' instructional task and learners' academic fulfillment in Pokot West sub-county. Poor supervision practices affect curriculum delivery leading to poor academic performance among secondary schools in Pokot West sub-county as pointed out by evidence of numerous complaints from the director and sub-county directors. This made Pokot West sub-county a suitable area for this study to establish factors that influence principals supervision practices. Factors influencing principals' instructional supervision practices were analyzed.

1.3 The purpose of the study

The purpose of the study was to investigate factors influencing principal's instructional supervision practices in Pokot West sub-county public secondary schools in Kenya.

1.4 Objectives of the study

1. To examine if teacher's attitude affect principals' instructional supervision practices in Pokot West sub-county public secondary schools.

2. To parse whether the size of the school influence principals' instructional supervision practices in Pokot West sub-county public secondary schools.

3. To evaluate the impact of principals' administrative experience on their instructional supervision practices in public secondary schools in Pokot West sub-county.

4. To examine whether principal's workload influence their instructional supervision practices in public secondary schools in Pokot West sub-county.

1.5 Research questions

1. To what extent does teachers' attitude towards supervision influence principals' instructional supervision practices in public secondary school in Pokot West sub-county?

2. Does the size of the school influence principal's instructional supervision practices in public secondary schools in Pokot West sub-county?

3.   How does the principals' administrative experience influence their instructional supervision practices in public secondary schools in Pokot West sub-county?

4.   How does principals' workload influence their instructional supervision practices in public secondary schools in Pokot West sub-county?

1.6 Significance of the study

The education officers such as Directorate of Quality Assurance and Standards (DQASO) and Ministry of Education (MOE) may use the findings in policy formulation, developing tools and advocacy of interventions to enhance instructional supervision. The findings may also be of importance to the Quality Assurance and Standards Officers to address supervisory challenges in the instructional supervision process. The findings may also assist principals identify challenges that they face as instructional leaders and find ways of solving those problems in an effort to improve teaching and learning in their schools. The findings may also be useful to teachers aspiring to head schools in the future to acquire skills and knowledge in instructional supervision so as to understand their supervisory role and carry it out effectively. Finally, the research findings may help researchers undertaking similar or related studies by contributing to the body of knowledge in the field of instructional supervision.

1.7 Limitations of the study

Circumstancesoutside limits and command of the researcher may place constraints and restrictions on the conclusions of the study and

theirapplications to other situations and perspectives. To avoid misrepresentation and misinterpretation of data and findings, it is critical to acknowledge constraint present within research area. Respondents may have shared information in the process of filling questionnaire hence affecting the objectivity of the findings. The researcher sensitized the respondents on the importance of filling questionnaires independently. The availability of respondents due to the busy schedule would be a challenge since they see it as a disturbance. However, the researcher pre-visited the institutions to familiarize prior to actual dates of data collection.

1.8 Delimitations of the study

The study was delimited to public secondary schools in Pokot West sub-county and not carried out in private schools because their supervisory practices are dependent on school managers or directors (Private schools manual, 2008). The study involved principals, deputy principals and heads of departments to provide information on principal's instructional supervisory practices.

1.9 Basic assumptions of the study

The researcher assumed that:

i) Respondents possessed the knowledge on instructional supervision practices.

ii) Respondents were honest and cooperative in answering the questionnaires to enable the information collected be true and accurate.

iii) Teachers had an understanding of the roles principals play as instructional supervisors in schools.

1.10 Definition of significant terms

The following are definitions of significant terms:

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

The attitude of teachers refers to views, opinions and feelings held by the teachers on the role of principals in instructional supervision.

Institutional factors refer to the conditions within an institution that may influence the supervision of instruction practices.

Instructional supervision attribute to an inbuiltmethodsembraced by principals for school individual appraisement, tailored towards assisting teachers to advance their teaching /learning activities with intent of promoting academic performance and achieving educational objectives.

Instructional supervisor refers to the person appointed by the Teachers Service Commission to a leadership position in assisting teachers in an improvement of instruction such as a head teacher.

Principalrefers to an assignee of the government responsible for overall administration, instructional leadership and coordination of curricular and co-curricular programs of a secondary school.

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

Workload refers to the amount of work that a head teacher is expected to do in a School.

School size refers to the capacity of students in a school.

1.11 Organization of the study

The research was systematized into five chapters. Chapter one constituted of the introduction which embodied background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions and significance of the study. It was also made up of the limitations and delimitations of the study, assumptions of the study and the definition of significant terms. Chapter two presented survey of related literature review focusing on a general overview of instructional supervision, teachers' attitude on instructional supervision, the size of the school, principals' workload, principals' administrative experience and their effects on instructional supervision practices ; the summary of the reviewed literature, theoretical and conceptual framework were also be included. Chapter three of the study

comprised research methodology and included a description of the design of research, target population, size sample and procedure of sampling, thevalidity of research instrument, the reliability of instruments,procedures of data collection, techniques of data analysis and ethical considerations. Chapter four focused on details of data collection, analysis of data, findings' interpretation and discussion. Chapter five focused on summary of the study, conclusions, and further research studies' recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on literature related to the study. The chapter presented the concept of instructional supervision, principal's administrative experience and instructional supervision, teachers' attitude and principals' instructional supervision, the size of the school and principals' instructional supervision, principal's workload and instructional supervision, the summary of literature review, theoretical and conceptual framework.

2.2 Concept of instructional supervision

Supervision as a field of educational practice traces its inception back to the beginning of communal education when growingstates used education to coin a typicaldiscourse and civilization (Grauwe, 2007). Supervision arosegradually as a definitepractice, inconnection to the school based, scholarly, civilizing and professional tendencies that have chronologicallycreated the composite agenda of teaching and learning.Supervision is an effort through alternativearbitration to confirm, preserve and enhance the quality of work done (Stone, 1988). Pierce and Rowell (2005) describe supervision as a formative process modeled to reinforce and promoteself-acquisition of the motivation, independence, self-realization and skills crucial to conclusivelymanage the task at hand. Acheson

(1987) defines supervision as the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with the mechanism of delivering improved instruction by laboring with persons who are engaging with learners. Lucio and McNeil (1976) indicate that it is the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with it.

 In whatever context, supervision is meant for the improvement of work performance. According to Buregeya (2011), supervision should be used to reinforce effective teaching methods and encourage teacher's growth and professional development. Supervision can be thought of as the glue of successful school and "behind every successful school is an effective supervision program". Instructionalsupervision takes place inside the classroom and is concerned with students learning in the classroom. It involves all those activities undertaken to help teachers maintain and improve their effectiveness in the classroom. This form of supervision requires face to face examination of the actual teaching process, recording of data concerning these activities and using this information to guide and counsel the teacher with the aim of improving his/her effectiveness. Instructional supervision is concerned with teachers teaching and student learning in the classroom Okumbe (2009) This kind of supervision helps the supervised teacher to improve his/her skills and to develop a positive attitude towards his/her profession.

In a school set up instructional supervision is carried out by the school principal. Instructional supervision unlike other forms of supervision is institutional based and therefore an internal process (Glickman, 1985). It draws its data from realtutelageexperiences and involves one-on-oneinterrelations between the teacher and the supervisor in the examination of tutoringdemeanorexercises for instructional advancement. Uyanga (2008) argues that a school is known to be an instrument of change and reforms in the society and principals are said to be the pivot of such reforms and changes. The supervisor's assignment is, thus, toaid the teacher pick out goals to be refined and teaching issues to be lit up and to greatly comprehendpedagogical practices. The importance on comprehensionpresents the pathway by which more technical help can be offered to the teacher; thus, supervision of instructionentails systematic assay of actual classroom activities. Principals need to reach each teacher as teachers are expected to reach each student if systemic change is to occur and meet the new mission of education, achievement for all students.

Okumbe (1999) noted that in carrying out supervisory tasks, the head teacher should have a clear specification of goals and targets. Supervision of instruction involves motivating the teacher to explore new instructional strategies. The teacher must be made aware of the educational goals and standards to be implemented. The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer/supervisor to provide due feedback and appropriate resources for the

teacher to utilize (Hunsaker and Hunsanker, 2009; Armstrong, 2003). Instructional supervision, unlike inspection, is interactive, democratic and teacher centered. It is a supportive and a friendly encounter where the supervisor and the supervisee engage in dialogue and consultation with the aim of counseling the teachers while helping them to improve. It is primarily concerned with assisting teachers manifest their practices to become versed with better purposes and rationale, and to foster professionalism. It should be done continually and planned or requested for by the teachers (Sergiovanni &Starrat, 2007).

Although the methods and practices of instructional supervision have varied since the inception of formal supervisory models, its intents and purposes have primarily remained the same to help teachers improve instructional performance, as reflected in Okumbe (2007) work on instructional supervision. The broad supervisory goals are to bestow teachers with unprejudiced feedback on the latest status of their training, recognize and construe instructional challenges;aid teachers enhance skill in utilizing instructional techniques, valuate teachers for upgrading, term or other resolutions and actualize an affirmative attitude about unfalteringscholastic augmentation. According to Okumbe (1998), instructional supervision is that dimension of educational administration which is concerned with improving instructional effectiveness. This definition thus indicates that instructional supervision has particular pertinence for the expectations of teaching and learning. All those activities which are undertaken to help teachers maintain

and improve their effectiveness in the classroom characterize instructional supervision.

Head teachers are responsible for supervising of the teachers in their respective schools and seeing to it that they carry out their duties effectively (Fitzgerald, 2011). Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students' and teachers' conduct to ensure instructional competence by facilitating teachers' professional and academic growth (Dull, 1981).

2.3 Teachers' attitude and principals' instructional supervision practices

Instructional supervision effectiveness has an explicit significance on theachievement of teachers and learners. In the learning institutions, this efficacy can be realized through bestowing teachers with forthright performance anticipations, objective and rational feedback and career advancement. This must be within a framework of a culture or environmentcommunication, creativity and professionalism are nurtured and emboldened. Teaching-learning process advancement is debasedteachersperceptions towards supervision. Teachers should regard supervision as a medium of nurturing students learning, scholarly growth and

student learning, in spite of that, pedagogical practices won't yield the intended results.

Kutsyuruba (2003) in a research on infancy teachers' attitudeon instructional supervision denuded that beginning teachers need an intermittent instructional supervision that measure up to their professional requirements, boosts trust and cooperation and provides them with assistance, guidance and aide (Tesfaw & Hofman, 2012). Perception of teachers towards head teachers' administration practices is influenced by internal and external factors. Internal factors refers to characteristics of the perceivers´ learning needs acquired through past experiences, self-concept and personality. Head teachers´ supervisory activities are internal in a school environment (Wanjiru, 2015).

Teachers resist instructional supervisory practices because of the bureaucratic and casuistic nature of teacher assessment brought in by some forms of supervision. Marwanga (2004), also observe that teachers have a negative attitude towards supervision hence any guidance given is not taken seriously. Watene (2007) agree to state that due to its evaluative propositions; teachers with less experience have more cynical attitudes on supervision practices than highly knowledgeable teachers. Consequently,due to the phobia that supervisors may report their proneness to the school administrator, and teachers concede supervision as fault finding and unconstructive. Thefindings point to the fact teachers' attitude is crucial to instructional supervision. When teachers and supervisors perceive supervision differently there is bound to be

friction and suspicion but when both perceive it positively then there is cooperation, objectivity, and mutual agreement on decisions made (Sergiovanni & Starrat, 2002).

2.4. The school size and principals' instructional supervision practices

According to Department for International Development ([DFID], 2007), increases in enrollment are associated with large class sizes and lower KCPE and KCSE scores. Class size according to the web refers to the number of pupils in a teachers' classroom daily whom the teacher is accountable and responsible for. Wathera (2008) noted that increase in enrollment overwhelms head teachers and they are not able to give individualized attention to teachers or students. The influx of secondary enrolments has made the head teachers either to be managers,accountants,record keepers and supervisors instead of instructional supervisors. The subsidized secondary education has multiplied enrolment rates to a significant increase in numbers. It is undeniable that the role of head teachers and teachers and the focus of classroom instruction have changed dramatically in the current age of accountability amidst high enrolments rates.

The original mission of education (Fullan, Hill & Crevola, 2006) was to provide access for all students to basic education and access for relatively small 'elite number of students' to university education. However, the new purpose is to haveentirelearners to attaingreat standards of education and to guarantee them with a perennial education that does not have the

inherentobsoleteness of so much archaic curriculum but that endows them to be lastinglearners. Reeves (2007) as noted by Payne (2010) believe that the bell curve has no place in classroom assessment where students are compared to one another and where there is a division of success and failure. Instead, the education should employ a mountain curve that is slanted to the right but recognizesdistinctness in learners' achievement, but every learner in the sphere of ascendancy.

2.5 Administrative experience and principals' instructional supervision practices

In this study, the definition of administrative experience adopted is the length of time the head teacher has been serving in that capacity. The quality of school leadership plays a vital role in the effectiveness of the entire educational institution. Olembo et al (1992) notes head teachers are expected to possess superior knowledge, skills, and attitudes acquired through training and experiences to discharge their instructional duties effectively.

Administrative experiences, according to Olembo (1992) offers principals superior knowledge, skills and attitudes that would enable them to discharge their instructional duties effectively. Beach and Judy (2000) referred to the skills needed by the supervisor as 'skill- mix' which is technical skills, managerial skills, and human relation. Okumbe (1998) agrees with Beach and Judy (2000) and identifies three basic supervisory skills that a supervisor should be trained and develop their administrative experience, these include

technical, interpersonal and conceptual skills. Technical skills enable a supervisor to attain superior expertisein process or operation under command and to discard misdemeanors, wastefulness or any hazardouspractices. Thispractical and theoretical knowledge helps the principal to command respect from his or her subordinates. Human relation skills refer to the ability to understand the teachers and to interact effectively with them. This skill helps the school principal to act both officially and humanely. Conceptual skills enable the principal to acquire, analyze and interpret information in a logical manner. It refers to the capability to act in accordance with the laid down objectives (Okumbe, 1998). The government of Kenya recognizes this to be the case thus in Kenya the appointment of school heads by Teachers service commission (TSC) has for long been based on an experience of teachers. Thenumber of years one has taught, the higher the chance of promotion to the principal level.

Nampa (2007) study reveals that efficient supervisors anticipate nothing less than colossalproficiency and commendableteachers' performance. It was also revealed that supervisors act as problem solvers and decision makers as they find out why something is going wrong and then decide what to do about it. Thus, head teachers entrusted with direct supervisory responsibilities are expected to have a larger view of supervision than their teachers do. To emphasize the point, Newstrom and Bittel (2002), further assert that supervisors need to engage in personal time management, solveproblems, provide training to employees, and handle a wide range of communication.

2.6 Principals' workload and instructional supervision practices

Principals are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration. This doubling up of the tasks has been a challenge to many head teachers who have constantly lamented of being overwhelmed (Morris, 1975). The biggest concern by principals in secondary schools is increased the amount of mandatory administrative and compliance work (Mwikali, 2013). Increased workload is manifested by classroom teaching. The growing role multiplication makes the principals see their main role as instructional leaders ineffective. The sidelining of important educational matters and unrealistic expectation are a burden on principal's instructional supervision practices. The increasing responsibilities cause an increase in a managerial task, feeling of isolation, rising stress levels and the decrease in professional satisfaction. These concerns distract them from the role of instructional leadership.

A conventionalhead teacherengagesin a number of immense tasksdaily and unequaled 11 percent correlates to instructional guidance. If institutions are to advance the principal should not let everyday tasks to meddle with the primacy leadership duty in curriculum. Therefore, every head teacher needs an inbuilt supervision system to provide the cohesion and direction necessary to achieve the purpose of the educational institution. Ogunu (2005) in a study in Nigeria cited lack of time as a challenge to effective and meaningful school supervision by head teachers. He observed that public secondary school

principals are so overloaded by the conventional administrative herculean tasks that they rarely get time to step in the classes and make observations on how the teachers are conducting teaching. Further, Morris (1975) laments that head teachers are a jack of all trades and as such have limited time to supervise teachers at work. The studies highlight that heads teacher's workload is a hindrance to meaningful and effective instructional supervision in schools. To address this, head teachers should empower teachers to be self-reflective with the supervisor acting as guide rather than overseer (Glickman, 2007). An assessment of head teachers' workload and its influence on head teachers´ instructional supervision practices have not been conducted in Pokot West sub-county public secondary schools. The research explored the extent to which workload influences instructional supervision practices in Pokot West sub-county public secondary schools.

2.7 Summary of the literature review

This section reviewed the literature on factors and their influence on principals' instructional supervision practices in public secondary schools in Pokot West sub-county. The focus was on principals' experience, teachers' attitude, school size and principal's workload on instructional supervision. Scholars agree that certain factors influence principal's instructional supervision practices in secondary school. Kimosop (2002) concurred with Kamindo (1998) in a study aimed at finding out the role of the head teachers as instructional supervisors in Kabarnet and Salawa Division of Baringo

district. The same finding is supported by Kimeu (2010). What is not agreed upon is the extent to which teacher's attitude, principal's instructional experience, principal's workload and size of the school influence the principal instructional supervision practices which this study seeks to investigate. Thereis, therefore, need to establish the factors influencing principals' instructional supervision Pokot West sub-county.

2.8 Theoretical framework

This research was directed by the Path-Goal Theory postulated by Robert House in 1971.The Path-Goal theory premise that a leader can influence the satisfaction, motivation and attainment of an organization by proffering rewards for accomplishing performance goals, interpreting pathways towards the goals and eliminating obstructions to performance. The theory manifests that fulfillment of principals' pedagogical supervision practices hinge on effort.Teachers can be motivated by principals' scholarly performance.This theory further says that those leaders who show the direction and aide surbodinates along a path are efficient in leadership.Path-Goal theory is relevant to this study because the principal of a school is the leader who should show teachers the way. They should be the first to apply best methods of teaching, teaching aids, keep up to date records of work done, lesson plans and lesson notes so that teachers can emulate.The theory reckons that the head is a ''percipient person'' and the subordiantes are "dependents".Nonetheless,

whether leadership behavior can do so effectively alsodepends on situational factors.

2.9 Conceptual framework

Conceptual framework is a model of representation where a researcher presents the relationship between variables in the study and depicts them diagrammatically. (Orodho, 2005)

Figure 2.1
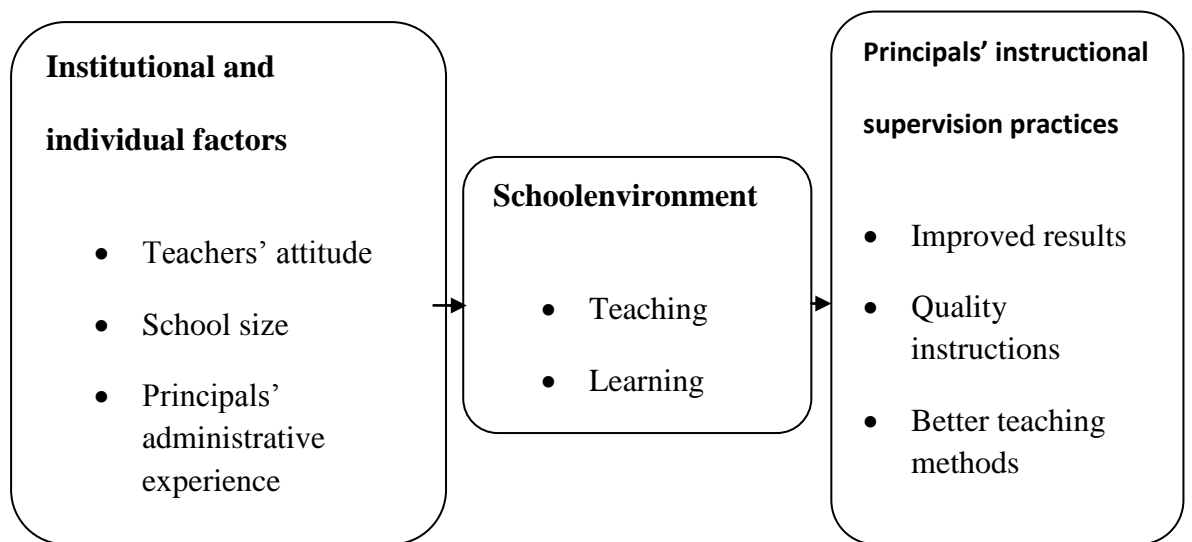
Figure 2.1 Interrelationship between institutional and personal factors and principals' instructional supervision practices in public secondary schools in Pokot West sub-county.

The conceptual framework for the study was based on the objectives of the study. Figure 2.1 reckons that attainment of school head's instructional supervision practices hinges on effort. Instructional supervision of principals'

affect teachers' diligence in tutelage promotes teaching and learning strategies and enhancesscholarly accomplishments. Principals' can boost morale of both teachers and learners for academic fulfillment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter described design of the research, population target, size of the sample and procedure of sampling, research instruments, research instruments validity and reliability of the research instruments, procedures of data collection, techniques of data analysis and ethical considerations.

3.2 Research design

Orodho (2003) as cited by Kombo and Tromp in their publication defines design of the research as the blueprint, outline or lay plan that is employed to produce responses to studyproblems. The study was both quantitative and qualitative by nature since the researcher intends to describe current conditions/trends and investigate relationship in respect of principals' instructional supervisory practices. This study adopted a descriptive cross-sectional survey study design that entailsdata collectionwith a view to answering questions on the prevailing state of the topic of the research via recording, analyzing and reporting on relationships of variables (Kombo & Tromp, 2006)

3.3 Target population

The target population is the aggregate count of subjects or the entire environment of concern to the researcher (Oso and Onen, 2011). All the study participants were selected from 27 Pokot West sub-county public secondary schools. Thepopulation target of the researchconsisted 27 principals, 31 assistant principals and 216 departments' heads from the entire 27 public secondary learning institutions in Pokot West sub-county. Thus, the total target population was 274.

3.4 Sample size and sampling technique

Sampling is the means of picking out a unit of discrete individuals for a research study in such a manner that individuals picked out are representation of the aggregate group they are chosen from, thus, representing the characteristics found in the entire group (Orodho, 2003). The researcher employed stratified random sampling to group categories of schools and then applied simple random sampling to pick 30 percent sample of the target population. The researcher used census method to select school principals since they were homogenous, while purposive sampling method was used to sample the schools and stratified proportionate sampling technique to sample the deputy principals and heads of departments since they were not homogenous.

Table 3.1 Sample size

Target respondents	Target population	Sample size (30%)
Principals	27	8
Deputy principals	31	9
Head of departments	216	65
Total	**274**	**82**

The sample size in this study was 8 principals, 9 deputy principals and 65 heads of departments from 8 public secondary schools. The sample size consisted of 82 respondents.

In stratified random technique ofsampling, the strata were createdon accounted of members' shared characteristics or traits. A sample picked out randomly from specific stratum was taken in a number proportionate to the stratum's size when equated to the total population.

3.5 Research instruments

In the study, the researcher used questionnaires as a research tool to collect data. The questionnaire was used to collect data from principals, deputy principals, and heads of departments. This was used because it enabled the researcher to collect data from the respondents within a short period of time

and they were easy to administer. Questionnaires were also suitable for this study because they enabled the researcher to obtain in-depth information from the respondents, permit the use of standardized questions and have a uniform procedure. They also needednot so muchtime, areto a smaller extent expensive and enablesdata collection from a broad population (Orodho & Kombo, 2003)

3.6 Validity of the instruments

The validity of a test is the amplitude of how best a test measures what it is expected to measure (Best and Kahn, 2004). Content validity is the extent to which the instrument measures what the test is created to measure. This is crucial in the proof of truthfulness and accuracy of the study. The accustomedmethod in determining the content validity of a measure is to consultprofessional opinion and specialist in that specific field(Mugenda and Mugenda, 2003).To make validity certain; consultations and discussions with the supervisors from the Department of Educational Administration and Planning were done. Their recommendations were followed accordingly by the researcher and necessary amendments done before data collection. Besides, the researcher heeded to the advice given by professional researchers who assert that "self-constructed measurement instruments should be used for pilot study before use so as to determine validity, reliability, and feasibility (Gay, 1992). In order to ascertain content validity, piloting of the instruments was done.

3.7 Reliability of the instruments

Reliability is a measure of how regular the results from a test are (Kombo and Tromp, 2006). Instrumentshows reliability when it can measure a variable correctly and accordantly and attain the veryoutcomes under the correspondingcircumstances over a particular portion of time. The researcher employed test-retest method to ensure reliability of the questionnaires. Identical questionnaires or instruments should be administered twice to the unvarying group of subjects. The instruments wereconducted to the participants in the pilot schools from the target population to check whether they were reliable. The respondentsduring piloting were not beingincluded in the major research. The outcome from the initial test was compared to those of the second test using the Pearson's Product Moment Correlation. The instruments were then administered twice in the chosen institutions from the population target to ascertainif the instrument would generate similar outcomes when dispensed atdiverse times to the dependable group. There was a greatassociation between the two scores, bringing to the fore consistency between the two sets, hence the measurements method was regarded as reliable. A coefficient of 0.7 and above is regarded reliable for the distribution of questionnaires (Cronbach, 1951).

The reliability coefficient was calculated using Pearson's product-moment Correlation Coefficient presented by the formulae;

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]}}$$

Where:

r- Pearson product-moment correlation coefficient

n- Number of observation

x- Results from the first test

y- Results from the second test

3.8 Data collection procedure

The researcher obtained a clearance letter from the Department of Educational Administration and Planning, University of Nairobi in order to seek a study permit from the office National Commission on Science, Technology and Innovation (NACOSTI) The researcher got in touch with the County Commissioner and County Director of Education in West Pokot for a consent letter addressed to Sub County Education Officer who then gave an authority letter addressed to relevant principals. The researcher drew a visit calendar and called in the schools in person in order to obtain person from the principals to

distribute the questionnaires. The researcher explainedthe intention of the study to the respondents.

3.9 Data analysis techniques

The raw data collected by the researcher was organized and edited. Thatentailed close examination of the filled questionnaires in order to identify and abate as much as possible inaccuracies, fragments and gaps in the data got from the respondents. Qualitative data was summarized using descriptive statistics. An analysis involved editing the questionnaires, tabulating and coding the responses. Statistical Packages for Social Sciences (SPSS) computer program was used to process data. Processing of qualitative data was by first classifying and examining responses for each item in conformity withthemes. The data was edited and coded and reported using the descriptive narration of the opinions, experiences and views of the participants. Descriptive statistics was used to analyze the coded responses.

4.0 Ethical considerations

The researcher kept in confidence the information provided in the questionnaires to observe confidentiality. The classified information of the respondents was purposely for educational purpose.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presented the data analysis, presentation,and interpretation. Data analysis was aimed at addressing the purpose of the study which was to establish factors influencing principals' instructional supervision practices in public secondary schools in Pokot West sub county, Kenya. It starts with questionnaire response rate, demographic of the respondents, the influence of teachers' attitude, the influence of school size, principal's administrative experience and principal's workload on their instructional supervision practices. The research task is arrangedestablished on the four research objectives developed for the research. Frequency tables and figures are used to present data where appropriate. The representation is hinged on data collected from principals', deputy principals' and heads of departments' questionnaires.

4.2 Questionnaire return rate

The questionnaire return rate is the proportion of the questionnaire returned after they have been issued to the respondents. The researcher dispatched 8 (eight) questionnaires to principals, 9 (nine) to deputy principals and 65 to heads of departments. The table 4.1 below shows how the questionnaires were returned.

Table 4.1: Questionnaire return rate of respondents.

Frequency		Percent	
Categories	Distributed	Returned	(%)
Principals	8	8	100
Deputy principals	9	7	77.8
Heads of departments	65	65	100
Total	**81**	**80**	**98.8**

Table 4.1 indicates that the 8 (eight) principals sampled participated in the study. This represents a return rate of 100 percent. Moreover, return rate of 7 (77.8%) Deputy principals and 65 heads of departments representing 100 percent of the sampled took part in the study and returned the questionnaires. A 50 percent rate of response is satisfactory, 60 percent good and above 70 percent ratingbetter (Mugenda & Mugenda, 2003). Bailey (2000) stresses that a rate of responseaccounting for 50 percent is adequate, while a response rate higher than 70 percent is very good. The response rate was possible because the respondents were knowledgeable about supervision of curriculum since they are involved in internal curriculum supervision in schools. The researcher also made a visit to their schools to collect filled questionnaires. The high response rate of the respondents indicated that they were cooperative. This response was considered satisfactory for the purpose of the study.

4.3 Demographic and background information

The research sought to establish the respondents' personal data that comprised gender, age, academic qualifications and administrative experience. The purpose of this information was to establish the general characteristics of the respondents and their understanding of instructional supervision practices. Background information on gender, age, academic qualifications, and experience of principals, deputy principals, and heads of departments were analyzed.

4.3.1 Gender of respondents

The respondents were asked to indicate their gender. It was necessary for the researcher to obtain the data on the gender in order to establish whether the gender as a variable, influenced instructional supervision practices. Lowe (2011) observes that men and women principals differ in leadership behaviors. Women engage in transformational leadership behaviors and therefore, seek collaboration and motivating others while men engage in transactional leadership behaviors which involve a series of exchanges based on rewards and punishment. This, therefore, implies that single gender being dominant in an area can influence the carrying out of instructional supervision practices (Wanjiru, 2015). The summary of the findings are in the Table 4.2 below.

Table 4.2: Respondents gender

Gender	Principals		Deputy principals		Total	
	F	%	F	%	F	%
Male	6	75	4	57.1	10	66.7
Female	2	25	3	42.9	5	33.3
Total	**8**	**100**	**7**	**100**	**15**	**100**

The results of table 4.2 show that majority of the administrative personnel in the school are males. These are represented by 75 percent of principals and 57.1 percent of deputy principals. This indicates that West Pokot sub-county is a male dominated zone. The respondents did not clearly state the underlying reasons for male administrators' dominance. It was however noted by majority of the respondents that the government policy on gender mainstreaming needed to be implemented in Pokot West sub-county.

4.3.2 Respondents age distribution

Additionally, the study found out the respondent's age distribution. This was to determine whether the respondents were mature and with adequate teaching experience to provide analytical opinion on instructional supervision practices. Reeves (1990) argue that age and experience usually bring about self-confidence, self-esteem and high level of responsibility hence influencing

overall job satisfaction and commitment of teachers to their job.Table 4.3 below indicates the findings.

Table 4.3 Age distribution of the respondents

Number of years	21-30		31-40		41-50		Over 50	
Frequency & Percentage	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Principals	-	-	2	25	3	37.5	3	37.5
Deputy principals	-	-	2	28.6	5	71.4	-	-
Total	**-**	**-**	**4**	**26.7**	**8**	**53.7**	**3**	**20**

The study established that the most of the principals and deputy principals were aged between 41 and 50 years which are represented by more than 53.7 percent of the sampled respondents. It was necessary to explore the variable of age to establish whether age was a factor that influenced principals' instructional supervision practices. From the above diagram majority of principals are in the age of over 41 years. This implies that most of the principals' are competent to handle instructional supervision and they have experience because the more years one heads an institution the most experienced one gets. These results suggest that age was a likely factor that was put into account when appointing principals and the deputy principals in the position of leadership. They were also considered well suited to provide relevant information on factors influencing instructional supervision practices in public secondary schools in West Pokot sub-county, Kenya. They were also

considered to have a lot of experience in internal school curriculum supervision.

4.3.3 Level of professional qualification

The study further found it necessary to determine the respondents' level of professional qualification in order to ascertain if they were well equipped with the necessary knowledge and skills for the school responsibilities. The findings are as indicated in table 4.4

Table 4.4 Academic qualification

Categories	ATS/PGDE		B.ED		M.ED/PHD	
	F	%	F	%	F	%
Principals	-	-	5	62.5	3	37.5
Deputy principals	1	14.3	5	71.4	1	14.
Total	**1**	**6.7**	**10**	**66.7**	**4**	**26.7**

The results in table 4.4 show that majority of the respondents were holders of the Bachelor's degree qualification. This was indicated by 66.7 percent of the sampled respondents. However, a number of principals are holders of postgraduate degree. This was accounted for 26.7 percent of the sampled respondents. This shows that all the respondents are qualified and thus able to

translate and implement issues of education management effectively. Muchira (1980) found that the principal's leadership style positively correlated significantly with the students' achievements and that the leadership style is significantly correlated positively to the principal's level of education.

Babayemi (2006) notes that in order to carry out instructional supervision practices effectively, the school principals, deputy principals or heads of departments charged with the responsibility carrying out instructional supervision practices must be trained to improve their supervisory practices through intensified workshops and seminars. Kirui (2012) argues that principals and deputy principals should be trained in the enactment of administration and be well versed with the principles that reign and command administrative practices. Katz et al (2004) associated the education level of employees with performance with findings that, those with higher levels of education performs their duties better because higher education equips them with knowledge and contemporary managerial skills, making them more aware of the reality of the education system and hence in a position to utilize their learning competencies to administer the institutions and perform the instructional practices in a professional manner. Moreover, Muchira (1980) found out that the principal's leadership style positively correlated significantly with the students' achievements and that the leadership style is significantly correlated positively to the principal's level of education.

4.3.4 Administrative experience of the principals and deputy principals

Respondents were asked to indicate their administrative experience. The aim of this information was to find out if the principals and deputy principals were exposed to instructional supervision practices. Table 4.5 summarized the results.

Table 4.5 Administrative experience of respondents

Working experience	Principals		Deputy principals	
(Years)	Frequency	Percent	Frequency	Percent
Less 1 year	1	12.5	1	14.3
1-5 yrs.	3	37.5	5	71.4
6-10 yrs.2	25	1	14.3	
11-20 yrs.	-	-	-	-
Over 20 yrs. 2	25	-	-	
Total	**8**	**100**	**7**	**100**

The study sought to determine how long the respondents had been in the school management. This is important because where a principal or a deputy principal had many years of working experience he would be able to acquire experience on how to supervise instruction in the school. From the study findings as indicated in table 4.5, many of the principals indicated that they

had been in administrative position for a period of more than 6 years followed by those who indicated that they had been in the position for a period ranging from 1-5 years with only a few indicating that they had been administrators for period of less than a year.However, 71.4 percent of the deputy principals indicated that they have been in administrative position for a period of 1-5 years.The study, therefore, observes that the respondents are experienced people who are in the school duties for the long period.Longevity at the school duties, therefore, becomes a trait that ensures continuity and perpetuation of the vision of a learning institution. The findings imply that the respondents had been exposed to instructional supervision practices long enough to enable them to appreciate its contribution to teaching and learning process.

Mwiria (1995) carried out a study on the constraints and challenges to effective primary school management in Eritrea. He found out that limited teaching and administrative experience had a great deal to do with administrative deficiencies observed in those with less than five years of administrative experience. Ruggai and Agih (2008) observe that there is a high relationship between the administrative experience of head teachers and job performance. This is because experience expands with the length of service.

4.4. Factors influencing principals' instructional supervision practices

Supervision of instructions in public secondary schools in Pokot West sub-county is affected by many factors as cited in the literature review. Some of the factors are teachers 'attitude,the size of the school, principals'

administrative experience and principals' workload. This study aimed to establish factors influencing instructional supervision practices in public secondary schools in West Pokot sub-county, Kenya. The data was obtained through own constructed questionnaires dispatched to principals, deputies and heads of departments in public secondary schools. Responses from the questionnaires were organized and analyzed using descriptive statistics supported by tables and graphs based on the objectives of the study.

4.4.1 Teachers' attitude and principals' instructional supervision practices

The researcher sought to find out the extent to which teachers' attitude influenced principals' instructional supervision practices in public secondary schools in West Pokot sub-county. The respondents were asked to indicate their feelings towards principals' administrative tasks.

Table 4.6 Principals' responses on teachers' attitude towards supervision

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

SA: Strongly Agree

Responses	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Some teachers view supervision										
as a fault finding mission	3	37.5	4	50	-	-	1	12.5	-	-
Relationship with some teachers										
has been strained.	-	-	5	62.5	1	12.5	2	25	-	-

The data on table 4.6 shows that majority of the principals agree that teachers view supervision as a fault finding mission.50 percent of the principals agree while 37.5 percent of the respondents strongly agree. Principals indicated that relationship with some of my teachers has been strained due to carrying instructional supervision practices. This accounted for 62.5 percent of principals who agreed. However, 100 percent of the respondents indicated that they engage in the creation of awareness on how they can actively participate in supervision.

Table 4.7 Deputy principals' responses on teachers' attitude towards supervision

SD: Strongly disagrees D: Disagree U: Not certain A: Agree

SA: Strongly agree

Responses	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teachers value classroom visitations	1	14.3	1	14.3	2	28.6	3	42.9	-	-
Teachers appreciate instructional supervision	2	28.6	3	42.9	-	-	2	28.6	-	-
Teachers hand in professional records	2	28.6	3	42.9	-	-	2	28.6	-	-
Teachers appreciate post observation conference	1	14.3	1	14.3	2	28.6	3	42.9	-	-
Teachers are comfortable with instructional supervision	1	14.3	2	28.6	1	14.3	3	42.9	-	-

In table 4.7 above, deputy principals were required to comment on a number of issues regarding teachers' attitude towards instructional supervision. Results indicated that 42.9 percent of the deputy principals, as shown above, indicated that teachers do not value classroom visitations and 42.9 percent agreed that teachers appreciate instructional supervision because it improves the relationship with the principals and quality delivery quality. A number of deputy principals (42.9 %) were of the opinion that teachers did not appreciate post-observation conference and were not comfortable with instructional supervision practices. However, 42.9 percent of the respondents agree that teachers readily hand in professional records for checking.

Table 4.8 Heads of departments responses on teachers' attitude towards supervision

SD: Strongly Disagree   D: Disagree   U: Not Certain   A: Agree

SA: Strongly Agree

Responses	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
The principal carries out supervision fairly	11	16.9	50	76.9	1	1.5	-	-	3	4.6
Personal relations interfere with the principals' instructional supervision	3	4.6	4	6.2	3	4.6	42	64.6	13	20
Supervision mainly looks at the negative and not good work of teachers	-	-	2	3.1	7	10.8	26	40	30	46.2

The majority of the respondents representing 76.9 percent indicated that principals carry out their work fairly and personal relations did not interfere with instructional supervision practices. Table 4.8 reveals that principals

carried out most aspects of instructional supervision practices effectively despite what the teachers' attitude towards supervision is. This could be attributed to the value that the principals attach to instructional supervision practices and their contribution to good teacher performance.

Studies carried out by Gacoya (2008) and Marwanga (2004), observe that teachers have a negative attitude towards supervision hence any guidance given is not taken seriously. This is in agreement with Figueroa (2004) who notes that teachers seem to have some ambivalence about supervision because there is a dramatic contrast between a strong commitment to the principle of supervision and a stubborn, deep-seated distrust of direct supervisory intervention in the classroom. Watene (2007) and Yunus (2010) agree to state thatdue to its evaluative propositions; teachers with minimal experience have more cynical attitudes towards supervision practices than highly competent teachers. Therefore,due to the anxiety that supervisors may report their weaknesses to the school overseer they take supervision as fault finding and insignificant.

4.4.2 The size of the school and principals' instructional supervision practices

The researcher sought to examine the degree in which the school size influences principals' instructional supervision. It also sought information on the number of students in West Pokot sub-county public secondary schools, in Kenya.

Table 4.9: The school size and principals' instructional supervision practices

School enrolment	Frequency	Percentage (%)
Below 200	-	-
201-350	2	25
351-500	2	25
Above 500	4	50
Total	**8**	**100**

It is evident that majority of the schools had over 500 students. This is likely to impact negatively on principals' instructional supervision practices because principals in these schools would be forced to take up more teaching subjects. This would lead to heavy workload and are likely to neglect supervision. They, therefore, cannot undertake classroom observation and also cannot check on syllabus coverage; neither can they initiate model teaching on best practices. Data on this objective was also collected and analyzed to determine class sizes on principals' instructional supervision practices.

Table 4.10 Class sizes and principals' instructional supervision practices

Class size	Frequency	Percentage (%)
Below 30	-	-
31-40	1	12.5
41-50	2	25
Above 50	5	62.5

The result in table 4.10 reveals that the majority of the respondents indicated that they handle large class sizes of above 50 students per class which leads to increased workloads amongst the principals and available staff. This was accounted for 62.5 percent of the sampled schools. This implies that time for instructional supervision amongst the teachers reduces. This finding suggests a relationship between class sizes and principals' instructional supervision practices. The respondents were also asked to explain the frequency of the principals' instructional supervision practices. Table 4.11 shows the findings on respondents' opinion on the frequency with which principals' undertake instructional supervision practices.

Table 4.11. Principals' frequency instructional supervision practices.

Responses	Frequency	Percentage (%)
Weekly	1	12.5
Monthly	4	50
Termly	3	37.5

The results of table 4.11 suggest that the principals do not carry out instructional supervision very often as shown by a majority of the respondents. The principals may be overwhelmed by other administrative responsibilities which are reflected in the table above. The findings show that principals carry out various supervision practices at varying levels of frequency.

4.4.3Administrative experience and principals' instructional supervision practices

The researcher sought to find out the extent to which administrative experience influenced principals' instructional supervision practices in public secondary schools. The respondents were asked to indicate the extent to which they thought principals administrative experience generally influence supervision practices.

Table 4.12 Administrative experience equips principals for:

SD: Strongly Agree D: Agree U: Not Certain A: Disagree

SA: Strongly Disagree

Responses	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Assessing teachers' records and giving advise	2	28.6	5	71.4	-	-	-	-	-	-
Giving feedback to teachers after classroom observation	2	28.6	4	57.1	1	14.3	-	-	-	-
Providing teaching and learning resources	2	28.6	3	42.9	1	14.3	1	14.3	-	-
Providing solutions to instructional supervision	4	57.1	2	28.6	1	14.3	-	-	-	-
Planning for teachers' in service programs	3	42.9	2	28.6	2	28.6	-	-	-	-

Table 4.12 shows that majority of the deputy principals indicated that administrative experience affects supervision of instruction in public secondary schools. These are represented by a majority of the respondents who either agree or strongly agree as shown in table 4.12 above. From the finding, it means that administrative experience of the principals, deputy principals, and heads of departments should be enhanced and considered when appointing them to the administrative positions. This would enhance the effectiveness of the principal as a school supervisor.

4.4.4 Influence of workload load on principals' instructional supervision practices

The study further sought to determine the influence of teaching load on principals' instructional supervision practices. The study determined if principals workload hinder them from managing to carry out effective instructional supervision in their schools. Table 4.13 shows the findings from the responses of the participants.

Table 4.13 Workload and principals' instructional supervision

SD: Strongly agree on   D: Agree   U: Not certain   A: Disagree

SA: Strongly disagree

Responses	Frequency	Percentage (%)
Strongly agree	2	25
Agree	3	37.5
Neutral	1	12.5
Disagree	2	25
Strongly disagree	-	-

Figure 4.13, as implied by the findings above shows that mostof the participants admit that their principals had too much workload thus cannot manage to carry out instructional supervision. In order to effectively carry on instructional supervision practices effectively, principals should also show an example by allocating themselves lessons to teach. The principals taught mostly in form 3 and form 4. Further, they indicated that this teaching workload influences their supervision practice roles as the little time they have for supervision roles is normally spent in class teaching. Principals indicated that they have other duties like coordination of school's programs, representation of school in BOM and other administrative tasks.

The MoEST, Kenya (2002) puts a curriculum based establishment of school heads´ teaching load depending on the size of the school. The reasons why principals find teaching duties overwhelming could probably be due to their handling of other administrative duties alongside teaching work. It could also probably be due to a shortage of teachers in schools which forces principals to teach more lessons than outlined by the government. The findings, therefore, imply that teaching duties impact negatively on principals' instructional supervision practices. The findings, however disagree with (Ogunu, 2005) who observed that principals´ in secondary schools are so overloaded by thehabitual administrative herculean tasks that they rarelyhave time to execute supervision of instruction. The reasons for the differences could have been that head teachers have in the course of time embraced delegation. It could also be that principals' have adopted better time management patterns.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Thechapter of the study focused on the summary, conclusions and recommendations of the research.

5.2 Summary of the study

The purpose of the research was to investigate the factors influencing principals' instructional supervision practices in Pokot West sub-county, Kenya. The researcher developed four research objectives to be answered by the study. They were: to establish whether teachers' attitude influence principal's instructional supervision practices in public secondary schools in Pokot West sub-county, to examine whether size of the school influence principal's instructional supervision practices in public schools in Pokot West sub-county, to determine whether administrative experience influence principals' instructional supervision in public schools in Pokot West sub-county and to establish whether principals' workload influence their instructional supervision practices in public secondary schools in Pokot West sub-county. The literature on instructional supervision was reviewed and consequently, a theoretical and conceptual framework discussed. The study targeted all the 27 public secondary schools in the sub-county. The study employed simple random sampling to select a sample size of 8 (eight)

principals, 9 (nine) deputy principals, and 65 heads of departments. The researcher used descriptive survey design, simple random techniques of sampling for learning institutions and purposive technique of sampling for the participants. The major instrument was self-structured questionnaires for the principals, deputy principals and heads of departments. The return rate was 100 percent for the principals, 77.8 percent deputy principals and 100 percent for the heads of departments. The findings obtained are presented in forms of frequency tables. The processing of data was through Statistical Packages for Social Science (SPSS) and analysis byemploying descriptive statistics such as means, percentages and standard deviations supported by frequency tables.

The research had four research questions. The first question of the researchexamined the extent to which teachers' attitude influenced principals' instructional supervision practices in Pokot West sub-county public secondary schools. The study validate that school heads played their administrative role as expected. Principals are not influenced by teachers' attitude towards instructional supervision. Though teachers are not readily available to hand in their professional records they appreciate that instructional supervision boost their professionalism.

The second research question sought to find out the extent to which the size of the school influences principals' instructional supervision. It also sought information on the number of students Pokot West sub-county public secondary schools. The research revealed that the size of the school affect

principals' instructional supervision practices. The study also found that large class sizes affects principals' instructional supervision practices in public secondary schools in Pokot West sub-county. This is because most of the respondents strongly indicated that class sizes influence principal's instructional supervision practices. As a result of large classes, the principals' workload becomes heavy as they have to focus more time on school management issues.

The third question sought to find out the extent to which administrative experience influenced principals' instructional supervision practices in public secondary schools. The study revealed that administrative experience affects supervision of instruction in public secondary schools in Pokot West sub-county. Administrative experience enhances effectiveness in carrying out instructional supervision among the staff.

The fourth question of the study ought to find out the extent to which principal's workload influenced principals' instructional supervision practices inPokot West sub-county in public secondary schools. The most of the participantsconsented that their school heads have too much workload thus cannot manage to carry out instructional supervision. Principals should delegate some duties and have effective time management.

5.3 Conclusion of the study

Considering the above findings, the study concludes that the administrative structures in the school such as the principals, deputy principals, and heads of departments must be made apparent to varying instructional practices in order to be cognizant with foremost practices of instructional supervision. The research also deduced that large class sizes significantly affect principals' instructional practices in that it leads to increased workload amongst the principals and the available staff. Principals cannot plan for instructional supervision practices since they spend more time on administrative issues at the expense of supervision instructions.

5.4 Recommendations of the study

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

i. The Ministry in charge of Education, Science and Technology must ensure that training in school management is a requisite before one is promoted to headship position in addition to professional experience and academic qualification.

ii. Principals to embrace delegation of duties to ensure that they have adequate time to carry out meaningful instructional supervision practices.

iv. The ministry should further adhere to recommended number of students per class so as to reduce overcrowding and high pupil-teacher ratios.

v. The MOEST should also determine minimum levels of experience of teachers before appointment to a leadership position.

5.5 Suggestions for further research

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

i. Principals' instructional supervision practices in private secondary schools in Pokot West sub-county.

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

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APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

College of Education and External studies

Department of Educational Administration & Planning

P. O. Box 30197

Nairobi.

To The Principal

…………………………………..School

Dear Sir/Madam,

RE: REQUEST TO COLLECT DATA

I am a postgraduate student at the University of Nairobi pursuing a Master of Education Degree in Educational Administration and Planning. I am conducting a research project on the **factors influencing principals' instructional supervision practices.** Your school has been selected through sampling method to participate in the study.

I am therefore seeking your permission and assistance to collect data from your school. All responses will be used for this academic work only and respondents' identity and opinions will be treated confidentially.

Thank you in advance.

Yours faithfully,

Meme Robert M.

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

The objective of this questionnaire is to collect data on **establishing factors that influence instructional supervision practices among principals in public secondary schools in Pokot West sub-county**. Kindly read the items carefully and provide response that best represents your opinion. To provide confidentiality, do not indicate your name on the questionnaire. Please answer by putting a tick **(√)** in the boxes or writing your answer in the space provided.

Section A: Background information

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

2. How old are you?   21 – 30 years [ ] 31 – 40 [ ] 41 – 50 [ ] Over 50 [ ]

3. What is your highest level of education?

P1 [ ] ATS [] CollegeDiploma [ ] Bachelors' Degree [] Postgraduate Degree [ ]

4. How long have you served as a principal? Less than 1 year [ ]   1-5 years [ ]   6 - 10 years [ ] 11-20 years [ ] Over 20 years [ ]

Section B: Administrative experience

5. Do you carry out instructional supervision?   Yes [ ] No [ ]

6. How often do you carry out supervision?

Daily [ ] Weekly [ ] Monthly [ ] Others (Specify)..........................

7. What do you check during supervision? ………………………………

8. Instructional supervision is important for good teacher's professionalism
Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree [ ]

Section C: Workload

9. Do you teach students in lessons? Yes [ ] No [ ]

If yes, how many hours a week?....................

10. What other duties do you carry out apart from teaching?..........................

11. Sometimes I have too much work that I cannot manage to carry out instructional supervision.

 Strongly agree [ ]   Agree [ ]   Neutral [ ] Disagree [ ]   Strongly disagree [ ]

Section D: Teachers' attitude

12. Some teachers view supervision as a fault finding mission.

   Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree [ ]

13. Relationships with some of my teachers have been strained due to my instructional supervision practices.

   Strongly agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly disagree [ ]

14. Do you engage in creation of awareness on teachers on how they can

   actively participate in supervision? Yes [ ] No [ ]

Section E: School size

15. Kindly indicate your school enrolment

   Below 200 [   ]   201 – 350 [   ]   351 – 500 [   ]   above 500 [   ]

16. How many streams are your school's classes?

Single stream [] Double stream [ ] Triplestream [] More than four streams [ ]

17. Are you able to carry out instructional supervision in all classes in your

school? Yes [ ] No [ ] If yes how often? Termly [ ] Monthly [   ] Weekly [ ]

18. Do your other administrative responsibilities hinder instructional

supervision in your school due to high pupil enrolment? Yes [ ] No [ ]

Thank you for your participation

APPENDIX III: QUESTIONNAIRE FOR DEPUTY PRINCIPALS

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

Section A: Background information

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

2. How old are you? 21 – 30 [ ] 31 – 40 [   ] 41 – 50 [ ] Over 50 years [ ]

3. What is your highest level of education? P1 [   ]   ATS [   ]   College Diploma [ ] Bachelors' Degree [ ] Postgraduate   Degree [ ]

4. How long have you served as a deputy principal?

Less than 1 year [ ]   1-5 [   ]   6 - 10 [ ] 11-20 [ ]   Over 20 [ ]

Section B: Administrative experience

5. Do you carry out instructional supervision?   Yes [ ] No [ ]

6. How often do you carry out supervision?

   Daily [ ] Weekly [ ] Monthly [ ] Others (Specify)................................

7. What do you check during supervision?..

8. a) Indicate with a tick (√)) how long you have been in teaching profession

    1-10 years [] 11-20 years [   ]   above twenty years [   ]

  b) What position of leadership did you hold before appointment to deputy principal?

c) Does prior exposure to leadership position equip principals for instructional supervisory roles?   Yes [   ]   No   [   ]

d) Please provide an explanation for your answer……………………………..

e) In your opinion how does your administrative experience influence your

instructional supervision practices…………………………………………...

f) Please indicate with a tick (√) to what extent you agree or disagree with the statements. Administrative experience equips principals for:

5=Strongly agree, 4=Agree, 3=Not certain, 2=disagree, 1=Strongly disagree

	5	4	3	2	1
Assessing teachers' professional records and giving advise accordingly.					
Creating conducive working environment.					
Giving appropriate and timely feedback to teachers after class observation.					
Providing right solutions to instructional problems					
Providing appropriate teaching and learning resources.					
Planning for school teachers´ in-service programs.					

Section C: Workload

9. Do you teach students in lessons? Yes [ ] No [ ]

If yes, how many hours a week...

10. What other duties do you carry out apart from teaching?............................

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11. Which of your duties and responsibilities takes the most time?...................

12. Sometimes I have too much work that I cannot manage to carry out instructional supervision.

Strongly agree [ ]   Agree [ ]   Neutral [ ] Disagree [ ]   Strongly disagree [ ]

Section D: Teachers' attitude

13. a) In your opinion what are your teachers' attitude towards your instructional supervision practices?..

c) How do the teachers' attitude towards instructional supervision influence your   instructional supervision practices?..

d) To what extent does your teachers' attitude towards supervision influence your instructional supervision practices?   Very low extent [ ] low extent

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

5=Strongly agree, 4=Agree, 3=Not certain, 2=Disagree, 1=Strongly disagree

	5	4	3	2	1
Teachers value principal's classroom visitations					
Teachers appreciate instructional supervision because it improves relationship with the principals					
Teachers readily hand in professional records for checking					
Teachers appreciate post observation conference with the principal					
Teachers are comfortable with instructional supervision practices					

Section E: School size

14. Kindly indicate your school enrolment

   Below 200 [   ]   201 – 350 [   ]   351 – 500 [   ]   above 500 [   ]

15. How many streams are your school's classes?

Single stream [ ] Double stream [ ] Triple stream [ ] More than four

16. Are you able to carry out delegated instructional supervision responsibility in all classes in your school? Yes [ ] No [ ]

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

17. Do your other administrative responsibilities hinder instructional supervision in your school due to high pupil enrolment? Yes [ ] No

18. Which of the following factors do you feel affects you most in your instructional supervision role?

Administrative experience [ ]   Workload [ ] Teachers' attitudes [ ]   School size [ ]

Thank you for your participation

APPENDIX IV: QUESTIONNAIRE FOR HEADS OF DEPARTMENTS

The objective of this questionnaire is to collect data on **establishing factors that influence instructional supervision practices among principals in public secondary schools in Pokot West sub-county.** Please answer by putting a tick [√] in the boxes or writing your answer in the provided spaces.

Section A: Workload

1. How would you rate the teachers' workload in your school?

   Very high [ ] High [ ] Average [ ] Low [ ] Very low [ ]

2. To what extent would you rate the influence head teachers'workload has on their instructional supervision? Large extent [ ] Uncertain [ ] Small extent [ ]

Section B: Attitude towards supervision.

5=Strongly disagree, 4=Disagree, 3=Uncertain, 2=Agree, 1=Strongly agree

	5	4	3	2	1
The head teacher carries out supervision fairly					
Personal relations interfere with the head teachers' instructional supervision					
Supervision mainly looks at the negatives and not good work of teachers					

2. What measures can be taken to improve head teachers instructional supervision?...

Section C: Administrative experience

4. By means of a tick [√]   indicate effectiveness of the principal as school supervisor to perform the functions listed below.

5=Very effective, 4=Effective, 3=Fairy effective, 2=Ineffective, 1=Very effective

	5	4	3	2	1
Setting goals and ways to achieve them					
Determining subjects offered in the school					
Giving instructional guidance to teachers on school curriculum					
Organizing support curriculum implementation					
Advising teachers on school curriculum					
Observing teachers in class					
Checking lesson plan					
Checking teachers record of work					
Checking schemes of work at the beginning of the term					
Giving feedback to teachers after lesson observation					

5. Has supervision by the principal benefited you personally? Yes [ ] No [ ]

If yes, explain..

Section D: School size

6. Kindly indicate class size. Below 30 [ ] $31 - 40$ [ ] $41 - 50$[ ] above 50 [   ]

7. How many streams are your school's classes?

Single stream [   ] Double stream [   ] Triple stream [   ] More than four streams
[   ]

8. a.Is your principal able to carry out instructional supervision in all classes?

   Yes [ ] No [ ]   b. If yes how often? Termly [ ] Monthly [   ] Weekly [   ]

9. b. Does principal's other administrative responsibilities hinder instructional

supervision in your school due to high pupil enrolment?   Yes[ ] No [ ]

Thank you for your participation

APPENDIX V: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date:

NACOSTI/P/16/34146/11788

6th July, 2016

Meme Robert Mbae
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing principals instructional supervision practices in Pokot West Sub County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **West Pokot County** for the period ending **4th July, 2017.**

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
West Pokot County.

The County Director of Education
West Pokot County.

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. MEME ROBERT MBAE
of UNIVERSITY OF NAIROBI, 0-30600
KAPENGURIA,has been permitted to
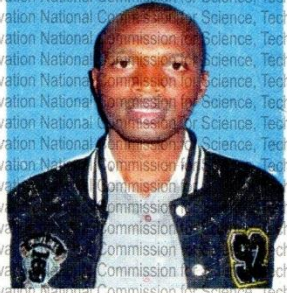conduct research in *Westpokot County*

on the topic: *FACTORS INFLUENCING*
PRINCIPALS INSTRUCTIONAL
SUPERVISION PRACTICES IN POKOT
WEST SUB COUNTY KENYA

for the period ending:
4th July,2017

....
Applicant's
Signature

Permit No : NACOSTI/P/16/34146/11788
Date Of Issue : 6th July,2016
Fee Recieved :Ksh 1000

Director General
National Commission for Science,
Technology & Innovation

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
Government Officers will not be interviewed
without prior appointment.
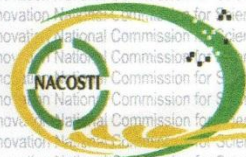No questionnaire will be used unless it has been
approved.
Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
You are required to submit at least two(2) hard
copies and one(1) soft copy of your final report.
The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 9976

CONDITIONS: see back page

APPENDIX VII: CONSENT LETTER

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION
OF NATIONAL GOVERNMENT

Telegrams; DISTRICTER' Kapenguria
Telephone; kapenguria 054-62291
Radio call; kape 5ZRO

Office of the County Commissioner,
West Pokot County,
P.o. BOX 1,
KAPENGURIA.

Email: westpokotland@rocketmail.com

REF: OOP.CC.ADM.15/14VOL.I/59   18TH JULY, 2016

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
       MR. MEME ROBERT MBAE

Reference is made to the Director General/CEO, National Commission for Science, Technology and innovation letter NO. NOCASTI/P/16/34246/11788 dated 6th July, 2016 on the underlined subject.

The above named who is a student at University of Nairobi, has been authorized to undertake a research on "*Factors influencing principals instructional supervision practices in Pokot West Sub-County, Kenya*" for a period ending 4th July, 2017.

Please accord him your cooperation and the necessary assistance he may require while undertaking the exercise.

(WILSON O. WANYANGA, MBS)
COUNTY COMMISSIONER
WEST POKOT COUNTY

cc.   The County Director of Education,
       WEST POKOT COUNTY

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APPENDIX VIII: AUTHORIZATION LETTER

Approved.

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF BASIC EDUCATION

-Email: elimu|cdewest pokot @ education.go.ke
Web: www.education.go.ke
-cdewestpokot@yahoo.com.
When replying please quote date $ Ref.

COUNTY EDUCATION OFFICE
WEST POKOT COUNTY
P.O. BOX 17
KAPENGURIA.

18ᵗʰ July, 2016

REF: WPC/EDUC/ADM/15/20/VOL.1/30

Mr. Meme Robert Mbae
University of Nairobi
P.o. Box 30197- 00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your authorization from the National Council for Science, Technology and innovation you are hereby permitted to carry out research on **" Factors influencing principals instructional supervision practices in Pokot West Sub County Kenya".** in West Pokot County for a period ending **4ᵗʰ July, 2017**.

Through this letter, all public administration officers are kindly requested to accord you the support required.

(KIPRONO LANGAT)
FOR: COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY.