

**INSTRUCTIONAL SUPERVISORY ROLE OF PRINCIPALS AND ITS'
INFLUENCE ON STUDENTS ACADEMIC ACHIEVEMENT IN
PUBLIC SECONDARY SCHOOLS IN NANDI NORTH DISTRICT
NANDI COUNTY KENYA**

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has never been presented to any college or university for academic purposes. All information obtained from other sources has been acknowledged.

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DEDICATION

I dedicate this Thesis to my dear parents Raphael Malakwen Samoei and Pauline Jepkosgei Samoei. I also dedicate this work to my late beloved Brother John Kimeli Maswai who died in the process of my writing this work.

ABSTRACT

The purpose of instructional supervision is to improve the quality of teaching through bettering skills of teachers which in turn enhance students' academic achievement. Informal discussion among the people in Nandi North community suggests that poor students' performance in public schools is as a result of ineffective supervision of teachers by principals. This study sought to examine the influence of instructional supervisory roles of the principals on students' academic achievement in Nandi North District, Nandi County Kenya. A mixed method of cross sectional survey and naturalistic phenomenology designs was used. A total of 117 participants were selected through probability and non probability sampling procedures. Questionnaires, interview guides and document analysis guide were used to collect data. Descriptive statistics such as frequencies were used to summarize information obtained from the field. It was presented in distribution tables of frequency, percentages and pie charts. Qualitative data was categorized into themes guided by research questions and presented in form of narratives and direct quotes. The findings established that principals orient new teaching staff supervise curriculum timetabling and monitor students' academic progress. They were rated very highly as roles frequently performed. Principals were found to refrain from visiting classrooms for lesson observation and rarely provided in-service training for teachers. The major challenges that faced principals included lack of finances, in-adequate staffing, high turnover of teachers and inter-relationship challenges. The study recommended that principals should be setting enough time for instructional supervision in schools. The study further suggested that QASO organize seminars on clinical conferences and collegial methods of supervision. They are also to encourage classroom visitation and giving of feedback to the teachers.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
DEO	District Education Officer
FDSE	Free Day Secondary Education
KEMI	Kenya Educational Management Institute
KESI	Kenya Education Staff Institute
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
QASO	Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Owing to the challenges that faced directorate of inspection, principals were entrusted with the task of instructional supervision within the schools. Several Commissions of education have discussed and made recommendations on improvement and maintenance of quality education. The commissions recommended that instructional supervision be undertaken in the schools by trained qualified and experienced personnel. The principals of schools were mandated amidst many other responsibilities to carry out instructional supervision in their schools. Principals have been legitimately entrusted with the task of managing schools in order to achieve the educational goals. Instructional supervision requires that principals focus mainly on the teaching staff who implement curriculum directly through instruction. Principals therefore ought to give instructional supervision special place in their discharge of duties.

Supervision in schools is very important and as a result only those teachers, who are trained, qualified, experienced and of high professional integrity are promoted as principals. The instructional supervisory activities of the principal enable every child to reach their individual academic success. The purpose of instructional supervision is to improve the quality of teaching through improved skills of teachers which in turn improves students' academic performance. As the agents of the Quality Assurance Standards Officers (QASO) principals have been assigned instructional supervisory activities. The activities involve improving teaching and learning; developing supervisory strategies; executing strategies for improvement; maintaining the school system; improving curriculum and library materials; evaluating students' progress and time-tabling (Okumbe, 2003).

The principals play the role of supervisor from time to time by checking the teachers' classroom work and assessing their overall performance based on students' academic

achievement. Principals are also charged with the duty of promoting the academic and professional status of teachers by availing them with current curriculum materials and in-service courses. The principals are expected to provide the right motivation and stimulation for staff and students to enhance academic achievement. They are to use supervisor-teacher friendly methods moving away from the traditional method of control and authoritarianism (Wenzare, 2012). The traditional methods of inspection instill fear to teachers and lower their moral (Republic of Kenya, 1965). Principals therefore ought to be sources of inspiration for teachers and their students.

Instructional supervisory role of the principal is key to the improvement of quality education in any school and leads to enabling students perform well in their academics. Highlight of the instructional supervision has been made by many stake holders who are increasingly holding the principals accountable for the results of their students (Zepda, 2003). Poor performance is being registered in schools and yet principals are in schools expected to make a difference in students' academic performance through instructional supervision. While there have been many studies carried out on Instructional supervision a little has been done on the relationship between the variable and students academic achievement. The stakeholders are more and more becoming conscious of the need for the schools to be accountable of the results of the students they are teaching. This is exerting pressure on the principals to improve teaching in their schools. This pressure helps the principals to be keen on carrying out effective instructional supervision to improve students' academic performance. Principals have to pay attention to the instructional leadership activities that bring about effective instructions which lead to academic success of the students. Principals have to relate administrative tasks and processes by a well established program of supervision which helps to knit together the various activities towards achievement of school goals. Glickman et al (2010) description of supervision as a 'glue' of a successful school holds true. As a result of its binding activity it acts as a sensory system and lifeblood of the school.

Researchers have focused on variables relating to the principals and their roles of instructional supervision. Some others have researched on instructional supervision activities and improvement of teachers' class instruction. However studies on this field have failed to bring in the variable of the students who are recipients of principals' instructional supervisory activities. Without bringing in students' academic achievement the study will not be complete because teaching is only a means to an end which is students' academic achievement. Students' academic achievement is crucial when discussing the instructional supervision because it provides a reflection of the quality of the activities that have been offered. Poor academic achievement of students raises concern as to whether instructional supervision has positive influence on the students' academic achievement. This study therefore examines principals' instructional supervisory roles and its influence in students' academic achievement.

1.2 Statement of the Problem

Although the Ministry of Education is focused on improving the supervision of instruction in schools much still needs to be done. Informal discussion among people in Nandi North community and related research findings suggest that poor students' performance in public schools is as a result of ineffective supervision of teachers by principals. This assumption from the stakeholders that students in public secondary schools in Nandi North perform poorly as a result of ineffective supervision of principals is not verified. Yet the fact that many students perform poorly in their examinations is a reality. The purpose of instructional supervision is to support teachers develop their professional skills and techniques in order to help students learn better and perform well. Instructional supervision in schools as earlier stated is aimed at improving teacher instruction and hence students academic performance. The goal of this practice as laid down by the Ministry of education is to enhance quality of education and thus make students succeed in their studies. The problem here is that there is no empirical evidence about the

quality of supervision of instruction and how it influences students' academic performance in secondary schools.

Poor academic achievement raises concerns as to whether principals' instructional supervisory roles are effective in schools. Principals are expected to provide effective supervision of instruction services by motivating, stimulating and consulting with teachers in order to improve students' academic achievement. The Ministry of Education through Kenya Institute of education in liaison with Quality Assurance Standards Officers do organize workshops and in-service training for principals in order to equip them as instructional supervisors. With these interventions in place it would seem reasonable and indeed necessary, to ask why students should perform poorly in their academic performance in public secondary schools in Nandi North.

Some researchers have found out that principals spent less than a third of their time in supervision (Cooley & Shen 2003) and (Goodwin, Cunningham & Childress, 2003). They have been reported to use only 20% of their time for visiting classes, curriculum related task and staff development. Instructional supervisory activities that the principals should carry out in schools are clearly stipulated by the Ministry of Education. The poor rate at which secondary school students in Nandi North perform need urgent attention hence principals are required to put instructional supervisory activities first in their discharge of duty.

Although principals have been trained and prepared as instructional supervisors there is little to show effectiveness of instructional supervision in public secondary schools in Nandi North. When there are principals who are trained and have the necessary knowledge and skills in supervision one fails to understand why majority of students continue to perform poorly. Instructional Supervision within a school is expected to have effect on the teaching of students by teachers which bring about students academic achievement. However very little is known about instructional supervision and how it influences students' academic achievement in Nandi North District.

Research on this field has been done on the following areas; roles and responsibilities of supervisors in schools Sturge Krajewski, & love (1979); role of principals in instructional supervision in public secondary schools Muoka (2007); and supervision of instruction in public primary schools Baffour-Awuah (2011).

While Sturge et al (1979) reviewed research reports, articles and texts this study collected data from relevant respondents for its findings. The students' academic achievement was not addressed and hence it became the dependent variable of the current study. The researchers focused on instructional supervisory practices but failed to bring out the end result or purpose of the practices. Instructional Supervision is only a means to the students' academic achievement. Beneficiaries of principals' instructional supervision were also included as participants as most studies left them out. Being recipients of teachers teaching it is important to know what their perceptions concerning the issue under study. This study therefore examined the principals' instructional supervisory roles and its influence on students' academic achievement. The empirical studies mentioned were carried out in India, Ghana and in Machakos District. The current study was conducted in Nandi North District in Nandi County.

1.3 Research Questions

This study was guided by the following research questions;

- i. What instructional supervisory roles do principals play in secondary schools in Nandi North?
- ii. To what extent do principals carry out instructional supervisory activities in public secondary schools?
- iii. How effectively do principals' instructional supervisory roles influence students' academic achievement?
- iv. What challenges do principals face in carrying out their instructional supervisory roles?
- v. How would the principals' instructional supervision be improved?

1.4 Significance of Study

This study hopes to contribute to improvement of performance of the supervision role of principals. It is hoped that the study findings will be useful to the principals, Quality Assurance and Standards Officers (QASO) and Kenya Education Staff Institute (KESI). The study will be a tool of learning for the above agents of education because they are involved in one way or another in instructional supervision in the schools. The principals were challenged to improve their ways of motivating, supporting and directing teachers and allocating more of their time in instructional supervision. The study is hoped to help principals reinforce those supervisory activities that positively influence students' academic achievement.

The QASO will use the findings to report to the Ministry of Education (MOE) on areas that require attention particularly during the formulation of policies relating to internal supervision in schools. QASO would further use the study to improve their in-service programs for principals and teachers for better students' academic performance. The challenges that principals face while carrying out instructional supervision would also be known and be addressed by QASO.

Kenya Education Management Institute (KEMI) gained insights for the in-service training of principals. The research will also help them plan workshops or in-service courses that will help principals learn or acquire new ways of helping teachers develop their instructional skills for improvement of academic achievement in secondary schools. Teachers would also benefit from the study by getting insights of the instructional supervisory roles that principals have been entrusted to perform in their schools to support motivate and stimulate them. The study would enable the teachers know what to expect from their principals and take initiative to seek for those services from their principals. Students would also benefit from the study as a result of improved supervisory roles of the principals. The students would be able to cover the syllabus on time,

understand each subject well as a result of quality teaching through improved teaching methodologies of teachers.

The students would also be keen to set targets of their performance as a result of consistent monitoring of their academic achievement. They would benefit from quality instructional time which would be realized as a result of observance of punctuality by teachers which would spill over to the students. In this area of study there are suggested areas for researchers to study in order to enrich knowledge in this field. This would further improve the quality of education through better learning and teaching strategies. Other researchers would be motivated to study the problem in other learning institutions that would add to the existing data in order to further improve the quality of education through better learning and teaching strategies

1.5 Scope and Delimitation of Study

This study was delimited to principals' instructional supervisory roles in Public Secondary Schools and its influence in students' academic achievement in Nandi North District. The study was delimited to Nandi North District owing to the shortage of sufficient empirical research investigating the above problem. The parents, Board of governors and the community at large have decried the low grades that students get at the Kenya Certificate Secondary Examinations.

Principals were used in the Study because they play a key role in the instructional supervision of their schools. They interact with teachers almost on a daily basis in and out of classrooms and indirectly influence students' academic performance. Principals are the internal supervisors who offer support, motivation, encouragement and professional support.

The research was delimited to the teachers because they work under principals and are the subjects of principals' supervisory roles. Teachers influence students' academic achievement by their good instructional skills developed through effective instructional supervision. The teachers are also in a position to share information relating to the principals' supervisory roles in their schools and suggest ways for improvement. The form four students were used in the study

because they are the main beneficiaries of all the instructional supervisory responsibilities that the principals offer to teachers. The study is delimited to form four because they have been in school for a long time compared to other students and will be able to give relevant information relating to the problem. Majority of students were able to give information regarding the instructional supervisory activities being carried out by the principals.

The different groups above were used in the study in order to provide room for triangulation contributed to the objectivity of the data collected. The students' academic achievement in this research was delimited to summative evaluation determined by Kenya Certificate of Secondary Examination results (KCSE). Summative evaluation was used because it is one way in which the principals' supervisory roles influence on students' academic achievement is measured.

1.6 Theoretical Framework

This study adopted psychological theory of supervision explored by Planturroot (2006). According to Planturroot within an organization there is a body of people where at least one person stands out as the leader or the one who supervises the rest of the body. Usually someone has appointed this person. In order for one to have a purposeful organization, someone within should oversee the transitional processes of that organization. The supervisor is the overseer in most organizations and many times delegate duties to others within the organization. In educational institutions Planturroot (2006) explains that supervisors seek to improve schools, classroom instruction, and the growth of the organizational body by using one or more of the three philosophies namely: (i) essentialism (ii) experimentalism and (iii) existentialism. These three philosophies determine the manner in which the supervisor will direct the body of the organization. This study is going to build on the three philosophies because the strengths of each are useful for the principals' instructional supervisory roles. These philosophies also complement each other in their limitation, bringing in a positive blend for instructional supervision in school

1.6.1 Essentialism

Essentialism refers to the traditional approach to education. It is so named because it strives to instill students with the essentials of academic knowledge and character development. The term essentialism as an educational philosophy was originally popularized in the 1930s by the American educator William Bagley (1874-1946). William Bagley is the first proponent of this philosophy. Essentialism is grounded in a conservative philosophy that accepts the social political and economic structure of the society. It contends that schools should not try to radically reshape society. School should rather produce students who fit into the model of the society. Essentialists argue that schools should transmit the traditional moral values and intellectual knowledge that students need to become model citizens. They maintain that classrooms should be controlled by the teacher who ideally serves as an intellectual and moral role model for the students. The teachers or administrators decide what is most important for the students to learn and place little emphasis on students' interests. Essentialist teachers focus heavily on achievement test scores as a means of evaluating progress.

Essentialism is applicable to supervision because it emphasizes the principal as the person who teaches truths about teaching and learning to teachers. Principals who are instructional supervisors are those most knowledgeable educators about curriculum and standards. This expertise of principals was learnt through training and experience. Principals help teachers through direct control to develop systematically in delivering tested knowledge through tested methods to the students. Teachers therefore get direct assistance from principals through clinical supervision where the principal uses observation to guide individual teachers. A supervisor who possesses the essentialist philosophy meets individual teachers to help them grow and develop in their instructional practices. This philosophy is mainly important for principals when working with new teachers in their schools and motivating teachers who have specific teaching needs.

Owing to its limitations of failing to acknowledge that new knowledge can be generated and learned essentialism alone is not sufficient for this research. This philosophy has been criticized for adopting an authoritative kind of leadership by being too traditional and rigid in its approach. Essentialist transmission of traditional knowledge is important but it is one sided for it employs a top-down approach. This study therefore does not find this philosophy sufficient because it limits teachers and students growth hence a need for another philosophy to complement it.

1.6.2 Experimentalism

Dewey (1920) in rejecting the essentialist philosophy and practice of traditional education set a new type of philosophy known as experimentalism. John Dewey (1859-1952) is a proponent of experimentalism. He entered the field of education as a liberal social reformer with a background in philosophy and psychology. In 1896, while a professor at the University of Chicago, Dewey founded the famous Laboratory School as a testing ground for his educational ideas. Experimentalism is centered on human experience. Dewey claimed that man behaved out of habit, and change often led to unexpected outcomes. As man struggle to understand the results of change he is forced to think creatively in order to resume control of his changing environment. The thinking faculty helps human beings therefore to understand and connect with the world around them. Students are helped through the instruction of teachers to use their thinking faculty to understand their world.

Education according to Dewey should be based on the principal of learning through doing. If a hypothesis was tested and the results were true it was tentatively true. On repeated experimentation with the same results the hypothesis became real. Experimentalist however do not claim absoluteness because they believe that environment keep changing and what was today may not be tomorrow. A new situation and a different approach may alter yesterdaysø reality (Glickman et al., 2010). Experimentalists explain mans wisdom as that ability to understand how

the environment affects oneself and how one might affect it. Experimentalist therefore views knowledge as a result of the interaction between the scientific people in this case a teacher and his /her students.

Dewey applied experimentalist thinking to supervision. He observed that teachers need to learn the truths of their time, but they should not rest content with that parcel of knowledge but discover and apply new ones. Principals who are the immediate supervisors of teachers view schools as laboratories for working with teachers to achieve collective ends that will help everyone. Principals do not only convey age-old wisdom they also convey evolving knowledge and are guiders of trial and error exploratory learning. Planturoot (2006) expounded that when a supervisor uses experimentalisms approach he or she continues to hold on to his or her goals of school improvement, classroom instruction, and organizational growth. The principals involve teachers in his or her instructional supervision strategies. Collegial supervision is preferred method where principals work with teachers to explore the best and relevant instructional practices. Teachers are involved in planning and executing the planned instructional supervision programs. Supervision becomes developmental in nature because it encourages the involvement, and collective action of teachers. In this case instructional supervisors who utilizes the experimentalist approach, allows teachers to test old ideas and try new ones. This approach allows teachers and students to grow while at the same time improving classroom instruction. When there is improvement in classroom instruction improvement of students' academic achievement is certain.

Experimental philosophy is friendly to educational research since it allows many new ideas which help schools to embrace change for improvement. Experimentalist teachers like to experiment and come up with new ways of teaching and helping students learn which improves instruction. This philosophy has some weaknesses too. Firstly there can be wastage of resources in trying out new ideas every now and then. Secondly experimentalist can also fail to follow

through the new ideas discovered and thus remain unutilized. Thirdly the philosophy can promise a lot through many new ideas but offer little in reality. While this philosophy has helped to fill the gap of collective approach and teacher involvement in instructional supervision it leaves out the nonódirectional approach to supervision. This gap therefore creates room for another philosophy to fill in the gap of non directional supervision which contributes to instructional supervision.

1.6.3 Existentialism

Existentialism is a school of thought that was derived from the rejection of essentialism and experimentalism. Existentialism was born in nineteenth century in Europe. The proponents of this philosophy are diverse thinkers such as Soren Kierkegaard (1813-1855) and Fredrick Nietzsche (1811-1900). The proponents of existentialist would passionately disagree with one another on many basic philosophical issues but share in common respect for individualism. They argue that essentialist and experimentalism do not adequately respect the unique concerns of each individual. According to this philosophy the only reality that exists is one's own existence hence there exists no universal form of human nature. Human dignity and worth are of greatest importance. Human beings are the source and dispensers of all truth. With this realization, one acquires respect for all human beings and their uniqueness. Human relations become very important in affirming individuals' worth and protecting individuals' rights to enable each one discover their own truth. Humans are totally free not to be shaped by others or restricted by the changing times. They hold within themselves the capacity to form their own destiny (Glickman et al., 2010).

In applying existentialism to supervision the individual teacher is respected for his individual choice. In this case the principal provides an environment that enables the teacher to explore his or her own physical and mental capabilities. Principals do also help protect the rights of teachers to self discovery and meet the teacher as a person of full importance. The instructional supervisor has to understand that learning is self ópaced, self directed and includes a great deal of

individual contact with the teacher. The principal therefore uses the non-directional informational strategy approach where he listens to staff and offer help when needed. In this type of approach the schools goals and mission must be clear and understood by all.

In self-directed supervision, special emphasis is placed on teacher-autonomy. Teachers set out their own professional growth goals without the aid of a specialist. They find the resources needed to achieve those goals, and work towards accomplishing them. They are encouraged to make judgments about their teaching process and appraise their own performances. Principals encourage teachers to choose meaningful and challenging goals, make use of feedback received and make constructive assessments of what they have accomplished. Existentialism is important in education because it helps individuals to take responsibility of their growth and development. It challenges individuals to think critically and use their abilities for the improvement of instruction. Existentialist protects individual's unique contribution and gives room to self-expression. However no one person can possess the whole truth. Subjectivity does not help fulfill the common goals unless there is a high level of maturity amongst the teachers and supervisors. On the other hand not everyone is capable of discovering his or her own truth but is able to discover their truth in working with others.

Principal's supervisory role is a process of choosing different instructional strategies and applying them in different context. Different teachers are at different stages of professional development, in different years of experience and with diverse individual needs. To be able to meet their different needs principals have to employ different instructional supervisory strategies. It is clear therefore that an instructional supervisor has to apply different supervisory strategies to enable the teachers choose from the multiple choices of teaching styles

Planturroot (2006) points out that supervision is not a particular position but a systematic way of meeting the needs and accomplishing the goals of a mission. It should be designed to improve school environment, classroom instruction and the growth of the educational body. In

these theories principals are regarded as experts who transmit instructional knowledge to teachers in an orderly manner. Principals work with teachers in a collaborative and democratic manner to test old hypothesis and try new ones. Finally principals as instructional supervisors facilitate teacher exploration and autonomous decision making by use of .non directional approach.

In conclusion essentialist who believes in traditional knowledge and methods of teaching gives a principal the confidence of being a supervisor over teachers as a result of his training and experience. Teachers therefore benefit from the principals through support of tested knowledge and methods. Experimentalism brings in the aspect of collaboration in instructional supervision. Principals consider teachers as colleagues and professionals and including them in planning for instructional supervision brings in individual teachers talents which contributes to successful supervision. Existentialism on the other hand brings in the idea of respect for individualism. In as much as the teachers receive guidance and support from the principal, collaborate with other teachers in instructional strategies; they have also to know they are responsible of exploiting their own individual creativity in teaching and learning of students. The application of these three philosophies by the principals brings in the three approaches of direct assistance, collegial and non-directional instructional supervision. These approaches complement each other in their strengths and limitations to guide principal's instructional supervision and hence influence student's academic achievement

1.6.4 Strengths of Psychological Theory

According to this theory, an organization has a supervisor who oversees the processes of the organization. This supervisor uses different philosophies such as essentialism, experimentalism and existentialism in order to achieve the purpose of the organization. The strengths that essentialist brings in to supervision is the direct control of teachers to deliver tested knowledge through tested teaching methods. Teachers therefore get direct assistance from principals through clinical supervision. Experimentalism which is centered on human experience

brings in the collegial approach. This human experience approach helps principals to encourage teachers not to be contented with traditional knowledge but to discover and apply new knowledge. This philosophy further brings in the idea that schools are laboratories where principals work with teachers to achieve student's academic achievement. Collegial and team building between principals and teachers in planning instructional supervision in schools is one of its strengths. Existentialism promotes human dignity and the uniqueness of every individual. There exists no universal form of human nature and hence everyone has the capacity to grow towards their individual destiny. Existentialism contributes the non-directional aspect of supervision in schools.

1.6.5 Weaknesses of Psychological Theory

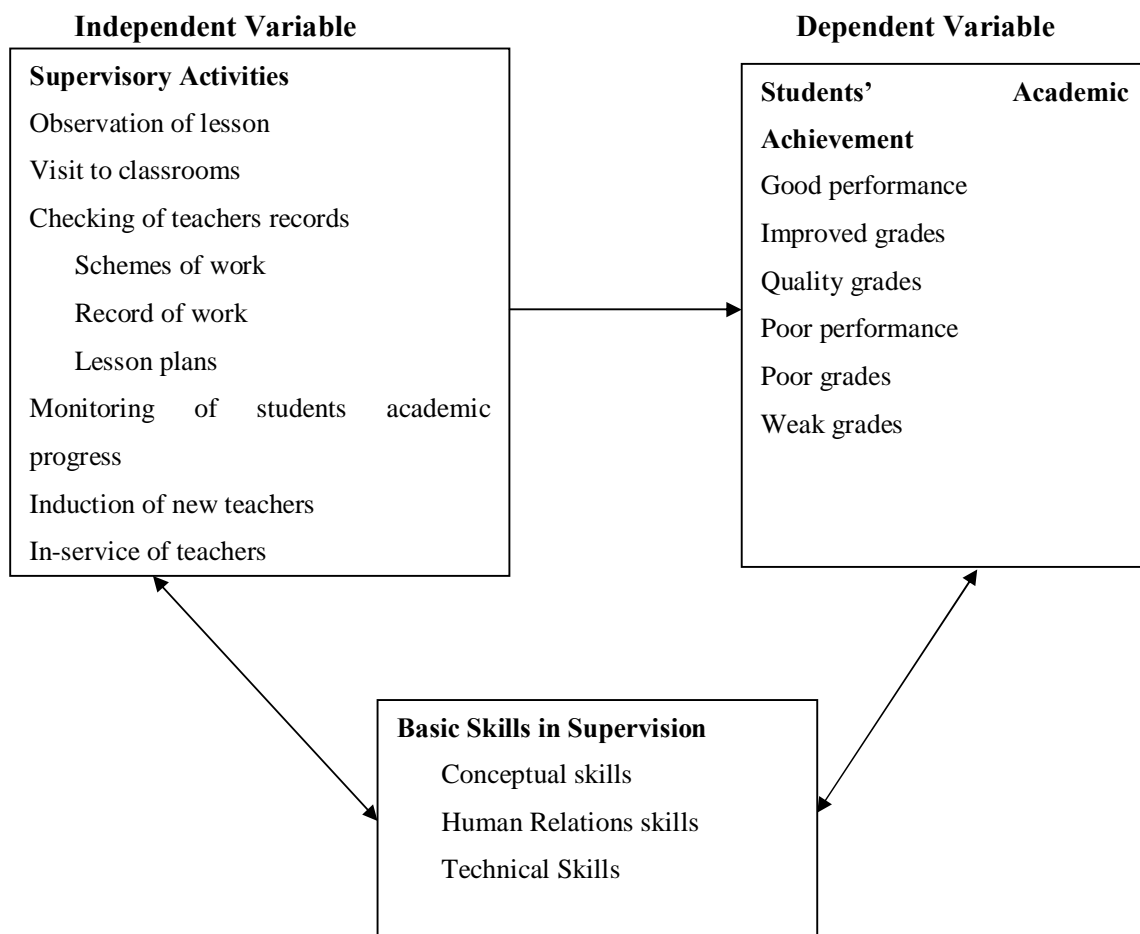
Essentialism is limited in the sense that it adopts the authoritative kind of leadership; in this case it limits teachers and student's growth. The weakness of experimentalism is the fact that resources can be wasted when trying new ideas every now and then and sometime those new ideas might remain unutilized. Existentialism once not checked can be subjective in contribution especially if an individual is not mature and does not possess a high level of concern for the common good. Despite the weaknesses found in the three philosophies of psychological theory the researcher will use the theory because the three approaches complement each other in their weaknesses in a great extent

1.6.6 Justification for Using Psychological Theory

The psychosocial theory is relevant to this study because it provides the three aspects of instructional supervision for the principals namely directional, collegial and non directional approaches. This theory is applicable because the principal is the chief supervisor in schools and has the responsibility to oversee all the educational processes for the purpose of achieving the goals of the schools. This theory places the principal as the person who teaches truths about the absolute standards and provides direct control to teachers. Supervision is developmental by nature hence principals encourage and involve teachers to plan for instructional supervision in the

school. Experimentalist approach helps teachers to use old ideas and try new ones. This theory provides existentialism approach where the supervisee continues to hold on to his or her goals but the accomplishment of the goals are clearly achieved by the supervisor's facilitation of the teacher. This approach allows the supervisor to take on a nondirective -informational strategy which facilitates to listening to his or her staff and assist as needed. Psychological theory is relevant to this study because it lays the foundation of the different strategies of the principal's instructional supervisory roles that is used for improving classroom instruction to facilitate student's academic achievement.

1.7 Conceptual Framework



Source: *Researchers synthesis of instructional supervision and literature reviewed*

Figure 1: *Influence of Instructional Supervisory Roles on Students Academic Achievement*

The conceptual framework of this study is based on the concept that principals' instructional supervisory roles influence students' academic achievement in public secondary schools. Instructional supervision is one of the important roles of the principals in secondary schools. The principals of the public secondary schools form the independent variable of this study. They are instructional supervisors in their schools; they supervise teachers' instructional practices in such a manner that they improve their classroom instruction to the extent that they improve students' academic achievement.

The principals do not influence the students' academic achievement directly but do so through his/her agents the teachers. The principal has various supervisory developmental tasks. Glickman et al., (2010) advanced five principals' roles namely direct assistance commonly known as clinical supervision, group development, professional development, curriculum development, and action research. Each of these roles is made up of many instructional activities. These roles are all geared towards supporting, motivating and consulting teachers in their classroom instruction and curriculum implementation. The principals' activities include observation of lessons and feedback, visits to classrooms, induction of new teachers and in-service courses.

Principals also have a duty to check schemes of work, record of work and other professional documents. When principals interact with teachers through these activities teaching and learning is improved because problems and weaknesses are identified and addressed. The principals also support teachers towards their professional development. Where the principals carry out their instructional roles well the students register good performance through high grades and quality grades. In schools where the principals fail to perform their instructional supervisory roles well the result is poor performance reflected in poor grades and weak grades. The students' academic achievement is dependent on the principals' instructional supervisory roles which motivates the teachers to teach well.

Students' academic achievement is the dependent variable of this study. The academic performance is one of the school's goals. The students' performance is highly dependent on the quality of teachers. When teachers use good methods, improve their instructional skills, keep professionalism, the result is students' good academic performance. The improvement of results comes as a result of principals' effective instructional supervision. On the contrary if there is weak instructional supervision in the school, students will perform poorly. Teachers are motivated supported and encouraged through induction, in-service workshops and provision of instructional resources. Teachers are helped directly when principals observe lessons and give feedback for the improvement of instruction. When the teaching staff is qualified and competent in the instruction the result is good academic achievement. When there is ineffective instructional supervision in the school academic performance of students become poor.

Glickman (2010) explained that instructional supervisors need prerequisite skills to enable them carry out the above role effectively. According to him they require three basic skills; conceptual interpersonal and technical skills to effectively carry out instructional supervisory roles. Conceptual skill requires that principals possess knowledge about teaching teachers, and school. They are to understand where the teachers ought to be and where the students and school ought to be. In essence, the principals need to see how the different parts of the school fit together and depend on each other towards achieving the school mission. Conceptual skills provide principals with the ability to anticipate changes or to estimate the value of school strategies.

Technical skills give the principal the ability to use the knowledge, methods and techniques of instructional supervision to be able to support the teachers in instructional activities. Principals may not have all the technical answers but they should at least possess overall knowledge of the functions they supervise. The knowhow of making schemes of work, preparing

lesson plans, induction of new teachers and processes of clinical supervision is important for effective supervision.

Human relational skill is of great importance. In a school the principal interact with teachers in most of the instructional activities .They also interact with students to a certain extent. Principals therefore need human relational skills to be able to motivate, facilitate coordinate and get along with teachers to achieve instructional goals. Instructional Supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers. This will assist them to enhance the positive relationships for the achievement of schools goals. Basic skills of supervision are learned by the principals through training and experience. Principals are always learning as they supervise and interact with teachers and students, share skills and get insights from the supervisee. It is an ongoing exercise that continually helps them improve their basic skills for undertaking their instructional supervision.

1.8 Operational Definition of Key Terms

Academic Achievement: Academic achievement in this study refers to performance that students attained in Kenya Certificate of Secondary Examination.

Effectiveness: Refers to the ability to bring out the intended changes or offer positive results that are intended. The positive change is measured by the set goals such as students set performance.

Instructional Supervision: In the study, instructional supervision refers to a service given by the principals to the teachers to improve studentø academic achievement. They are either given as individuals or in groups to enable them improve teaching and learning of the students.

Principals: Principals are secondary school leaders who have been entrusted with the responsibilities of heading the schools for the purpose of achieving the set objectives and goals. They are instructional supervisors who influence teachersø instructional activities for improvement of academic achievement.

Role: Role refers to the functions or responsibilities that principals carry out in managing and leading secondary schools in order to influence academic achievement.

Secondary School: The second level of basic Education between primary school and University in the 8-4-4 System which lasts for four years in Kenya. This level leads to the attainment of Kenya Certificate of Secondary Examination.

1.9 Organization of Study

The structure of the research was made of five Chapters. Chapter one laid the foundation of the research by giving the introduction and background of the study. It provided the context of understanding, direction and in a nut shell hints the gap that the study intends to fill. This part of research gave importance and justification of study which is central to the study as it explained the reasons as to why the researcher undertook the study. This Chapter gave the scope and delimitation of the study. At the end, operational definition of key terms and organization of the study were highlighted.

Chapter two portrayed the review of related literature. This chapter is important for it links the existing knowledge and the problem of this study. Literature Review showed how the current study compares to previous investigations and different theories related to stated problem. The literature review also indicated the gap that the study filled. Chapter three explained the design of the study. This chapter described the methods that are applied in the research. The first part of the chapter described the participants from whom data was collected and the manner in which the participants were selected. Research design was explained together with the conditions for collection and analysis aimed with the aim of relating to the research purpose. Guidance on collection, measurement and analysis of data was also given.

Data presentation, interpretation and analysis of the findings were presented in chapter four. This chapter was followed by Chapter five which summarized the whole research process.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Literature reviewed in this chapter is related to instructional supervisory role of principals and how it influences students' academic achievement. The reviewed literature was discussed under the following subheadings; history of supervision, role of instructional supervisors, instructional supervisory activities, effectiveness of instructional supervisors role and challenges faced by instructional supervisors.

2.1 History of Supervision

Supervision as a field of education is as old as formal education. Supervision is a management tool for secondary school principals. Instructional supervision facilitates teachers' improvement in instructional practices. With quality and relevant instruction of students, the academic achievement of students is assured. By the instructional supervision offered by the principals, teachers are stimulated, supported and motivated to instruct the students well. Principals are the main actors in ensuring that teachers carry out their instruction towards the achievement of schools' goals. Principals carry out instructional supervision by providing instructional materials, providing continued development of teachers and monitoring of students' academic progress. They also set academic standards of their schools. The improvement of school through instructional supervision has been a concern for educational researchers. Instructional supervision has had a history to the point it is understood as explained

Supervision emerged slowly as a distinct practice always in relation to the institutional academics (Tyagi 2010). Supervision began in USA as a process of external inspection. At this period one or more local citizens were appointed to inspect what the teachers were teaching. Superintendents were later appointed to inspect schools to see that teachers were following the prescribed curriculum and see that students were able to recite their lessons. This trend was

changed as a result of multiplication of schools (Starrat 1997) which made it difficult for superintendents to reach all schools.

Internal Supervision was introduced where the principals were made responsible of supervising schools. The focus at this time was on the teacher rather than on instruction and students learning. Principals made decisions based on what they observed at the spot without engaging the teacher in interaction and supervision. They were mainly concerned with management of schools rather than the improvement of teaching and learning. This type of supervision was referred to as administrative inspection and was used in between 1642-1875 (Okumbe, 1998).

The years between (1876 -1936) supervision moved from administrative inspection to efficiency orientation. The orientation was geared toward improving the teaching and learning of students. The traditional methods of inspection were gradually dropped. The traditional methods created a gap for this study because instructional supervision encourages interactive collaborative and motivating opportunities for teachers for better classroom instruction

Supervisors started providing a friendly atmosphere and good interpersonal relationships gave rise to the period of co-operative group effort. The group effort enhanced collective responsibility on class instruction (Okumbe, 1998). A new way of managing supervision started in 1960s when various scholars carried out research on supervision. This method has greatly improved management and practice of instructional supervision in schools. The growth of research gave rise to the development of scientific method of supervising teachers. This method of supervision became identified with various forms of clinical supervision such as collegial, coaching and objective classroom observation. However clinical supervision was not used for a long time. The reason being that it became time consuming and involved intensive labour (Starrat, 1977). The unpopularity of clinical supervision creates a gap for this current study to fill through

other forms of supervision such as visits to classrooms and checking of teachers' professional records.

The Kenya supervision had more or less the same pattern of growth. Inspection of schools was basically external (Mutua, 1996). The school Inspectors visited schools once in a while. Their role was mainly to check on teachers' mistakes in their discharge of duties and correct them. Teachers perceived it as a policing activity and often strained relationship between them and inspectors. As the schools increased it became difficult for a few inspectors to visit all schools.

Internal supervision was then preferred and the Principals became key supervisors in their schools (Republic of Kenya, 1998). The principals were to take major role in instructional Supervision in order to improve the quality of learning. Some scholars have carried out research on supervision of schools in relation to how it improves the quality of teaching and learning in secondary schools. Most researchers have concentrated on the variables of instructional supervision, school improvement and staff development. This current study looked at instructional supervision and students' academic achievement in order to complete the process of internal supervision.

2.2 Roles of Instructional Supervisor

Principals are the chief instructional Supervisors. Their roles are basically carried within the schools for the purpose of improving class instruction. An effective principal motivates, encourages, praises and gives appraisal to teachers to facilitate student learning (Ozigi, 1989). Instructional Supervision is primarily concerned with improving instructional practices for the benefit of students. The primary purpose of supervision is to help and support teachers. Sturge, Krajewski, and Love (1979) examined the roles and responsibilities of supervisors. They reviewed more than 100 research reports, texts and articles. They established that teachers prefer direct assistance to improve the learning opportunities of students. This presupposes the fact that principals have myriads of responsibilities and sometimes priorities might be mixed up.

The role of the supervisors is to support and develop the staff to be able to handle instructions in the classroom. Teachers therefore require support in relation to class instructions. Professors who formed part of the sample felt supervisors should be people oriented and consultants to teachers. Principals are faced with many administrative duties but must always put instructional supervision at the centre of their work for better results. This study does address the role of the principals but does not connect with the student's academic performance. The current research brings into this field of study the role of the principal's supervision and how it influences student's academic achievement. The role of the principals as instructional supervisors is assigned by the ministry of education. The challenge however that schools face is the fact that traditional supervisory methods are still widely practiced in Kenya.

Educational documents have repeatedly pointed out to the new approach offered by Quality Assurance Standards Officers (QASO). Traditional supervisory methods seem to override the new friendly and supporting methods. Principals are yet to adapt to friendly supporting and motivating instructional supervisory practices. The perception hinders the application of contemporary strategies of instructional supervision in schools. Principals tend to mix up their roles of administrative and instructional roles. A step further has been to find out perception of head teachers and government education officers on instructional supervision in schools. The findings indicated that instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed. Most studies therefore tend to look at instructional supervision as an end in itself.

This study wants to bring in the element of the use of new collaborative strategies in supervision of instruction in schools. Major problems found to frustrate the internal supervision were those associated with lack of consistency, questionable supervisor's practices and lack of resources. The methods the researcher used to reach the findings was not satisfactory it was more

of convenience method. The present study used random sampling procedures to allow equal representation.

Muoka (2007), conducted a study to examine ways principals undertake instructional supervision in public secondary schools in Mwala Division in Machakos District. The study wanted to determine the extent to which other teachers embrace and appreciate instructional supervision before taking up leadership in secondary schools. The other objective of the study was to establish if head teachers are trained particularly for the role of instructional supervision. Descriptive cross sectional survey was employed and 180 teachers and 15 head teachers both male and female teachers participated. The study found out that principals are effective in carrying out instructional supervision. The adoption of new strategies of instructional supervision was found to be effective and help improve the practices of the principals. The principals were found to carry out instructional activities such as staffing, consultation with teachers, motivation of teachers and orientation of school program. It was an interest of the study to see how Muoka's (2007) findings would relate to students' academic achievement.

Challenges that teachers faced were different from those cited by Wenzare (2012). The teachers were faced with heavy work load and inadequate learning resources. The findings contradicted Staurge et.al (1979) who found out that principals do not carry out instructional supervision in public secondary schools. The span of time might be a reason for the change in this regard. The current study sought to establish the relationship between instructional supervision and students' academic achievement.

Kerubo (2010) conducted a study on the role of head teachers' instructional supervision on Kenya Certificate of Primary Education (KCPE) performance in public primary schools in Dagorretti District. The study examined the extent to which the head teachers' approval of schemes of work and lesson plans and record of work. This study was conducted in primary level in Dagorretti District. Kerubo's study had close relationship with the current study however

public secondary schools were targeted and the study was carried out in Nandi North District in Nandi County. The study had used one instrument to collect data for triangulation purposes three types of instruments were used. Among the challenges found to face the head teachers were heavy workload and poor relationship.

2.3 Principals' Instructional Activities

Instructional supervision includes all activities by which principals express leadership in the improvement of learning and teaching (Goldhammer et al., 1980). Principals influence the teaching and learning through the teachers. Whatever support and help the teachers receive from the principals is expected to help facilitate effective classroom instruction. The principals do not directly influence the students' academic performance. The principals therefore carry out various instructional supervisory activities directed to teachers for the benefit of the students. Some of the activities that the principals practice are observation of classroom instruction, conducting of teachers groups and individual conference. Okumbe (1999) adds that instructional practices involve such activities as helping in the formulation and implementation of schemes of work, evaluating and overseeing modification of instructional programs and delivering instructional resources.

Other activities include conducting and coordinating staff in-service, advising and assisting teachers involved in instructional programs and receiving community feedback about school programs. These instructional activities are mainly carried out to support motivate and stimulate the teachers to assist them improve their classroom instruction. When principals support the teachers in this way the students' academic achievement is improved. These processes of instructional activities help the teachers to identify teaching and learning problems and seek for various alternatives to solve them.

Some studies have been carried out in relation to instructional activities of the principals. Gaziel (2007) conducted a research in secondary schools in Israel on re-examining the

relationship between principals' instructional/educational leadership and student achievement in secondary schools. The study wanted to find out how frequently the principals invest their time in different instructional activities and whether they influence students' achievement. Gaziel employed quantitative approach where teachers who formed the sample were randomly selected. The data was collected from self-report questionnaire that was developed by Hallinger (1983). The study found out that secondary school principals invest some of their energy and time in their instructional roles.

According to the teachers' reports, principals maintain visibility, monitor student performance, coordinate curriculum and promote academic standards. This study also found out that principals neglected evaluating instruction, providing incentives to teachers /students and promoting teachers professional development. The study found that there was significant relationship between instructional leadership and students' achievement. The current study included the principals and students as participants and employed mixed method variation.

In Nigeria Ondo State, Sabaitu and Ayandoja (2012) sought to find out the impact of instructional supervisory activities on students' academic performance in English Language in Senior Secondary schools. The purpose of the study was to examine the relationship between instructional supervision and students' academic performance in senior secondary schools. Specifically the study aimed at establishing the relationship between checking of students' notes, class visitations by principals, checking of teachers' punctuality and attendances, moderation of examination questions and marking schemes on students academic performance in English Language. The study adopted a descriptive survey method and sampled sixty English Language teachers in sixty public senior secondary schools and their students in Ondo State, Nigeria as at 2007/2008 academic session. The study showed that there was significant impact of instructional supervision of teachers on academic performance of students' English language. The activities that were supervised were checking of students' notes, checking teachers' punctuality, attendance

and moderation of examination questions and class visitation. In school set up teachers are accountable to the students they are teaching and to the entire community.

This study included a wide range of instructional activities which gives weight to the findings however they used one group of respondents, the teachers. Teachers' attitude towards supervision could have influenced the answering of questionnaires. The use of different respondents within the population would help to eliminate such biases. The dependent variable was specifically on student academic performance in English. The current research added the number of participants to include principals, QASO and students. The dependent variable was KCSE.

Principals practice, experience and conceptualize instructional supervision as that which possesses characteristics of traditional supervision. While principals use traditional approaches the teachers showed that they preferred contemporary practices of direct assistance, collaboration and involvement. These findings were observed by Baffour-Awuah (2011) who carried out a research on Supervision of instruction in public primary schools in Ghana. The study aimed to better understand the practices of instructional supervision in the schools and uncover aspects that teachers think should be practiced. A mixed method approach was employed to collect data from multiple sources including questionnaires, interviews and policy documents on instructional supervision. A municipal education district in Ghana was used. 336 teachers and 40 principals made the respondents. 10 head teachers 10 teachers and two officers were interviewed and Ghana education service policy document on supervision was analyzed.

The teachers required consultative, supportive and collegial methods of supervision which are more modern and interactive ways of instructional supervision. This view was supported by Sturge et al., (1979) where the teachers wanted the principals to practice consultative services more frequently. The instructional practices of the principals is the only variable addressed by the researcher, it leaves out the outcome of the practices in the beneficiaries. Kerubo (2010) carried

out the same study in primary school level. The current researcher focuses on the secondary school level and includes the students among the respondents who are omitted in both studies.

The most frequently performed supervisory activities by the head teachers are those concerned with timetable and keeping of records of instructional activities. Research revealed that the least performed supervisory activities are those that require more personal guidance by the head teacher. Guidance activities include assisting teachers in preparation of schemes of work, observing lesson plans, and visiting teachers in classroom to observe instruction, and helping teachers identify problem areas in the curriculum performance. The unexplained factor in these findings is how these activities contribute either positively or negatively to the student's academic achievement. The researcher's reason was therefore to find out instructional supervisory roles of the principals and its influence in students academic achievement.

2.4 Effectiveness of Principals' Instructional Supervisory Role.

Effectiveness in any role is key to the achievement of the goal of that particular role. The effectiveness of principals' instructional supervisory role determines to a great extent the academic achievement of students. In well performing schools principals employ different strategies and reinforce those which bear good results in teachers' classroom instruction. Principals are slowly to discover among the three instructional supervisory methods of direct, collaborative and non-directive approaches, work well for teachers. In the following discussion empirical studies related to effectiveness of principals' instructional supervisory roles were reviewed

The findings of studies carried out by Blaise and Blaise (1999) showed that in effective principal-teacher interactions, there were processes such as inquiry, reflection, exploration and experimentation. These processes helped teachers build repertoires of flexible alternatives rather than collecting rigid teaching procedures and methods. Principals talked with teachers to promote reflection and professional growth. The study further found out that effective principals valued

dialogue which influenced teachers to think critically and reflect on their learning and professional practices. Principals used dialogue which consisted of making suggestions, giving feedback, modeling, soliciting advice and opinions and giving praise. This is an in-depth study that shows that instructional supervision is in-built in human relation and respect for teachers as professionals who together with the principals explore the best methods that work for students. The findings stressed on the aspects of collaboration where all teachers are colleagues, support each other to develop their professionalism for the common goal of improving instruction.

The sample of teachers for the study was drawn from rural, suburb and urban. Teachers were sampled from elementary and junior high schools. The respondents were of middle age and with 11 and above years of teaching. Teachers in the sample were made of permanent and part time employees. The respondents belonged to different levels of profession, bachelor, masters, specialist and doctorate. The variable stressed here was based on the effectiveness of principal's instructional supervisory roles which created a gap for the study. The current study sought to see how principals' instructional supervisory roles influence students' academic performance.

Most teachers in many studies find interactive, respectful personal advice and collaborative activities fruitful in teaching and learning. However in most educational institutions aspects of traditional practices are still being carried out. The Supervisors at their various levels focus on regulations and their observances Tyagi (2010). The teachers abhor the know it all attitude of supervisors. In schools where instructional supervision is effective, new strategies of collaboration, teamwork in planning for instructional supervisory activities and employing more interactive approaches to give feedback to teachers of teaching and learning. In such situations students' academic performance is improved. The idea formed the basis of the current study which examined instructional supervisory roles of the principal and how they influence the students' academic achievement.

Private schools have been found to do well in internal Supervision when compared to government schools or public schools. The principals of these schools focus on instructional supervision and do it themselves. Tyagi (2010) examined how heads of government and private-aided institutions feel about placing emphasis on providing instructional supervision for teachers. The study also investigated how principals improve the teaching learning process and provide effective professional development of teachers at school level. The research was based on survey research. Data was obtained through interviews and document analysis. Open-ended questions and interviews were used. The sample of the study was drawn from two Indian states Delhi and Uttrakhand. Two districts were selected from each state hence four districts made the sample. The data and information were collected from 47 rural and urban senior secondary schools. The sample included 17 government-managed schools, 7 private-aided schools and 23 private schools.

The study found that almost all the government school heads in the district provided routine advice for academic improvement. The pieces of advice included vague suggestions that certain teachers should improve their teaching. The Education officers perceived supervision as diagnosis and hence the absence of the supervisor as knowledge provider and supporters. Principals in private schools on the other hand spent more time in instructional activities. They offered teachers guidance and help relevant to their instructional needs. The private schools had code of conduct for teachers which helped teachers improve their teaching and learning of students.

The revelation of Tyagi (2010) study confirms that the school inspection by the government do not support instructional supervision in schools. Innovation and supervisory support is what is needed by teachers to improve teaching and learning. While instructional activities were found to be practiced by Principals in private schools the end result of the instructional supervision is not addressed. The researcher wanted to fill the gap by finding out the

instructional supervisory roles of principals and how they influence students' academic performance. This study therefore was intended to add new knowledge to the already existing studies on the problem of instructional supervision in the secondary schools.

Principals who are qualified with long experience and have had leadership training through in-service prove to be good instructional supervisors. Moraa (2010) investigated the effectiveness of instructional supervision by secondary school head teachers for curriculum implementation in Kajiado North District in Kenya. The study objective was to find out the extent to which principals in Kajiado are trained specifically to undertake instructional supervision. She further wanted to establish the supervisory activities that are carried out by the principals' instructional supervision. The researcher used both descriptive survey and naturalistic design. Questionnaires, interview guide and document analysis instruments were used. The sample consisted of 191 schools 10 principals 80 teachers, 100 students and one district Quality Assurance and Standards officers.

The study did not show the standards that were used to ascertain the effectiveness of instructional supervision when the students' academic achievement was not reflected. The lack of inclusion of the extent to which the instructional supervision influences students' academic achievement created a gap to be filled by the current research.

Too, Kimutai & Kosgei (2012) established that there is no relationship between students' academic performance and principals' inspection of lesson plans, teachers' lesson notes, and ensuring that assignments are marked and corrected. This contradicts Kerubo's (2010) findings where the checking of teachers lesson plans, teachers lesson notes and students work correlated with students academic achievement. There is however a positive relationship between the teachers' inspection of records of work, lesson attendance and teachers on duty giving report at the end of the week and students academic achievement. Inspection of teachers record of work lesson attendance and weekly report are key instructional activities because unless a student

understands what is taught, covers the syllabus and is disciplined it might be difficult to pass the examinations. The researcher agrees with the findings of studies.

The researcher used descriptive survey design with a population of 62 secondary schools. 30 schools, whose head teachers had served for three or more years as head teachers in their stations, participated in the study. The total number of teachers in the district was 627 and 396 were randomly sampled to participate in the study. The sample of teachers comprised of teachers with various levels of professionalism. All teachers were employees of teachers' service commission. In this study there was a good representation of the population and different characteristics of the participants were included. The current study used mixed method and included the students as respondents of the study. This sought to add something new to the study owing to triangulation and additional respondents which was not captured in the previous research.

2.5 Challenges Faced by Principals as Instructional Supervisors.

Principals like other administrators face many challenges as they carry out their instructional roles in the schools. The challenges range from the material resources, professionalism, management of staff and interrelationships. Lack of required skills by the principals for carrying out supervision process contributes to the challenges. Instructional Supervisors face challenges in development and implementation of approved curriculum and instruction. Nyandiko (2008) carried out a research on head teachers' instructional supervisory challenges in secondary schools in Keumbu division, Kisii Central District Nyanza Province. The study established that principals face challenges in management of classrooms, laboratories and libraries. Other challenges include management of teaching staff personnel such as attending to teachers personal and professional needs. The research used descriptive survey design to establish the instructional supervisory challenges faced by principals in secondary schools. A total

of 12 principals of the 12 secondary schools and 86 teachers randomly selected participated in the study. Questionnaire was used to gather information.

The major challenges facing principals is lack of time for instructional supervision as a result of, overload of work caused by many other responsibilities that principals carry out in schools. Principals do also face resistance to supervision by veteran teachers who consider themselves experts as a result of experience. As a result, principals face challenges presented by increased stress on teachers to be accountable to students' academic achievement. Nzabonimpa (2009). The study used mixed method, a population of 385 secondary schools. The sampling process was done through purposive and simple random sampling. A total number of 238 respondents participated in the study.

In Kenya principals face many instructional challenges. Wenzare (2010) conducted a research on instructional Supervision in public secondary schools in Kenya. The research investigated the problems associated to practices of internal instructional supervision. The study employed mixed method. Populations involved active secondary teachers, secondary head teachers and senior government education officers. A sample of two hundred public secondary schools was used. The sample consisted of 136 teachers and 56 head teachers who were served with questionnaires. 5 teachers 5 head teachers and 11 senior government education officers were interviewed. The total sample of participants was 213.

The major problems found to frustrate the practices of instructional supervision were those associated with supervision practices, instructional supervisors, feedback and follow-up and teachers attitude towards supervision. When principals fail to be consistent and professional in their instructional supervision they are bound to face many problems. The supervisory skills are not developed and as such meaningful support and feedback and follow-up are wanting. The respondents indicated that there was lack of consistency and professionalism. Instructional supervisors lacked supervisory skills and competencies. The findings observed that feedback and

follow-up support on supervisory matters was lacking. The teachers sometimes lack an environment to share instructional concerns with supervisors because they are not always available. The study supported a number of the studies on challenges of instructional supervision. However the use of one method of research was not sufficient for the study that gives a reflection of a large population.

2.6 Critique of Literature Review and Knowledge Gap

The literature reviewed showed that research has been carried out on variables of roles and responsibilities of supervisors in schools Sturge Krajewski, & love (1979). Muoka (2007) studied on the role of principals instructional supervision in public secondary schools while Baffour-Awuah (2011) conducted research on supervision of instruction in public primary schools. Gaziel (2007) conducted a study on re-examining the relationship between principal's instructional leadership and students academic achievement in secondary schools. A study was carried out by Sabaitu and Ayandoja(2012) on the impact of instructional supervisory activities on students academic performance in English. Tyagi (2010) examined how heads of government and private aided institutions feel about placing emphasis on providing instructional supervision for teachers. Some studies have been carried out on the challenges faced by principals as instructional supervisors Nyandiko (2008). In the above studies variables that are related to instructional supervision have been done but there is limited study that included the students academic achievement. Although Kerubo (2010) conducted a study on the role of head teachers instructional supervision on Kenya Certificate of primary Education performance in public primary schools, it focused on the primary level The current study sought to fill the gap created by the reviewed literature by looking at instructional supervisory roles of the principals and its influence in students academic achievement in public secondary schools. While Kerubos' study was done in primary level and in Dagorretti District the current study was carried out at the secondary level and Nandi North District.

Most of the reviewed studies used one method. Descriptive survey design was used by Muoka(2007) and Gaziel (2007) while Quantitative paradigm was used by Sabaitu and Ayandoja (2012). The participants varied from one study to another. The fact that none of the studies sampled students created a gap for this study. A few studies, such as Baffour-Awuor (2011) and Nzabonimpa (2009) used mixed methods to collect and analyze data. This study used mixed method to increase the number of those studies that have used mixed method.

Some reviewed literature used either one or two subjects for their study. (Tyagi 2010) Blaise and Blaise (1999) sampled only teachers. Beneficiaries of the principal's instructional roles have not been addressed in most studies. Instructional supervisory roles cannot be complete without looking at their outcome which is the student's academic achievement. The current study therefore used four different respondents namely principals, teachers students and (QASO) in order to reduce biases in the study. The study included the students as participants of the study for they had something to say concerning the principal's instructional supervisory roles and its influence on their academic achievement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was used to conduct the study. The chapter describes the research design, target population, sample and sampling procedures and description of instruments. Validity and reliability in data collection and data analysis of procedures is also discussed.

3.1 Research Design

This study used mixed method research approach where quantitative and qualitative research paradigms were employed. Cross sectional survey and naturalistic phenomenology designs were used. Cross sectional survey design is that method that involves asking a large group of people at one point, such as principals and teachers questions about a particular issue. The purpose of the survey is to describe existing conditions, identify the standards against which existing conditions can be compared, and investigate the relationships that may exist between events. (Creswell, 2003). Cohen, Manion & Morriison, (2000) explains that survey research involves collecting data to answer questions concerning the phenomenon under study and mostly uses questionnaire. Creswell (2003) adds that it may use both questionnaires and interviews to gather information from groups of respondents. The cross sectional design was used in order to establish opinions and knowledge about how instructional supervisory role of the principals influence students academic achievement in public secondary schools in Nandi North district in Nandi County.

The researcher used mixed method, in order to collect trustworthy and reliable data. Qualitative research approach seeks to probe deeply into the research setting to obtain in-depth understanding of the way things are, why they are that way and how participants perceive them in their context (Gay, Mills, & Airasian 2009). Naturalistic phenomenology design was used in this

study. Phenomenology is the study of the world as it appears to individuals when they lay aside the prevailing understandings of those phenomena and revisit their immediate experience of the phenomena Gall, Gall, & Borg (2007). The main characteristics of phenomenology are participants' experiences and their interpretations. The researcher constructs an overall description of the meaning and the essence of the experience.

Document analysis is one of the instruments used by naturalistic phenomenology design to collect data. (Macmillan 2004). The document analysis guide was used to collect data from teachers' professional records, master time table and instructional materials. The use of questionnaires, interview guides and document analysis to collect data helped to facilitate wider understanding of the problem under study. The instruments gave comprehensive analysis of the research questions.

3.2 Target Population

The target population for this study was all the 39 public secondary schools in Nandi North District. A target population is defined as a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell 2009). The study also targeted all the 39 principals in public secondary schools, all the 120 teachers and all the 690 form four students in public secondary schools in Nandi North District. One Quality Assurance Standards Officer was included in the population of the study.

3.3 Description of Sample and Sampling Procedures

Probability and non-probability sampling procedures were used to select the sample sizes in this study. A sample is a group of elements or a single element from which data are obtained Macmillan (2004). A sample is a subset of the population the researcher wants to study. Kerlinger (1998) defines sampling procedures as the method the researcher uses to select the sample. Wiersema (2009) points out that a sample should be large enough so that the validity and reliability of the data is achieved. Gay et al (2009) stated that probability sampling procedures has

every item of the population given an equal chance of inclusion in the sample. In cross sectional survey study Mugenda and Mugenda (2009) explained that it is adequate to take 10% to 20% of the total population for a large and a small population respectively. The students' sample was arrived at by use of 10%

Wiersema (2009) points out that a sample should be large enough so that the validity and reliability of the data is achieved and proposes a sample of 30% of the population as being reliable. This study therefore used 30% to sample schools and teachers. The non probability sampling procedures such as purposive and automatic inclusion do not estimate the likelihood that each item has the chance of being included in a sample.

3.3.1 Schools

In Nandi North District there are 42 secondary schools (DEO's Office) spread all over the district. There are 39 Public Secondary Schools and 3 private secondary schools. The schools are made of mixed day, mixed day and boarding, mixed boarding, boys' boarding, and girls' boarding schools. This shows that the schools are diverse in nature however they all can give relevant information regarding principals' instructional supervisory roles activities and the challenges they face while carrying out the same.

Stratified random sampling was used to sample 12 public secondary schools representing 30% of the target population. Stratified random sampling according to Kothari (2004) is a process of selecting a sample in such a way that identified subgroups in the population are presented in the sample in the proportion that they exist in the population. Mugenda and Mugenda (2009) added that in sampling, subjects are selected in such a way that existing subgroups in the population are more or less reproduced in the sample. The procedure ensured that all the key groups in the population were involved. Stratification allowed the researcher to create three categories of schools based on the average mean grade of Kenya Certificate Secondary Examination performance of the year 2010, 2011 and 2012. The population of all 39 public

secondary schools was first divided into strata of high performing schools, averagely performing schools and low performing schools. The gender of the school was not taken into consideration in this study since the focus was mainly on the schools' academic achievement.

All the 6 schools that obtained a mean score of 7 and above were rated as High performing schools (HPS). A number of 2 schools were randomly sampled from this category. The second stratum was made of 13 schools that got a mean score of 5 and below 7 and was rated as Averagely Performing Schools (APS). Simple random sampling was used to select 4 schools from the second category to participate in the study. In the same way 20 schools with a mean score below 5 was rated as Low Performing Schools (LPS) and 6 schools from the category was randomly sampled to participate in the study by use of 30%.

3.3.2 Quality Assurance and Standards Officer

Quality Assurance Standards Officer (QASO) was automatically included in the sample because he was the only one in the population. The Quality Assurance Standards Officer was involved because he had relevant information on instructional supervisory role of the principal. They are entrusted with the task of ensuring standards are maintained in the schools such as implementation of curriculum, Teachers professionalism students academic performance, and teachers development among others.

3.3.3 Principals

Automatic inclusion was used to select the principals from the sampled schools. This sampling was chosen to allow all the 12 principals of the sampled schools to participate in the study. In Public secondary schools, principals are key participants of this study because they are the instructional supervisors in the schools. They supervise the curriculum, monitor students academic progress, teachers' professionalism and provision of instructional materials to both teachers and students

3.3.4 Teachers

Stratified random sampling was used to select teachers from the stratified schools namely high performing; averagely and low performing schools. In each of the sampled schools, 10% of the sample was used to select 3 teachers from each school. The researcher used simple random sampling to select teachers as per the proportion of teachers in each category, 6 12, and 15 teachers were sampled respectively. A total of 36 teachers were sampled from a sample of 120 teachers. The teachers were not selected as per departments or subjects because instructional supervision cuts across all departments. There would be no variation in relation to departments or subjects.

3.3.5 Students

Stratified random sampling was first employed to get students from the three categories of high, average and low performing schools. After the stratification, simple random sampling was used to select student participants from each category. In each stratum a number of 6 students in each school were randomly sampled representing 10% of the sample of 690 students of target population. From the sampled schools 12, 24 and 32 students from the three categories were sampled respectively. This gave appropriate representation in each stratum. A sample therefore of 69 students was used in the study. The sample of 10% was used because 10% to 20% is sufficient for sampling participants in a large or small population as pointed out by Mugenda and Mugenda (2009).

Table 1

Sampling Matrix

Respondents	Target Population	Sample Size	Percentages %	Sample Techniques
Schools	39	12	30%	Stratified, simple random sampling
Principals	39	12	30%	Automatic inclusion
Teachers	120	36	30%	Stratified, Simple random sampling
Students	690	69	10%	Simple random sampling

Source: Researcher and DEO's Office

3.4 Description of Data Collection Instruments

Data was collected using three types of instruments, Questionnaires, interview guide and document analysis guide. The questionnaire helped the researcher to collect a relatively wide range of information from a large sample within a short time and at a reasonably low cost (Orodho, 2006). All the respondents were literate and so could conveniently answer the questions of the study. The three instruments brought about the varied understanding of the problem under discussion. Different types of instruments were used in the study for triangulation purpose

3.4.1 Questionnaire for Principals

The Researcher used questionnaires which consisted of a number of questions printed in a definitive order (Kothari 2004). Questionnaires consisted of three sections, demographic, 15 Likert scale items, and three open-ended questions. Section A sought information concerning gender, age, professional qualification and years of administrative experience. Section B was made of Likert scale of three parts. The first part contained some items on principals' instructional supervisory roles such as orientation of new staff, curriculum timetabling, provision of instructional materials to teachers and monitoring of students progress. The second part was

made of items on principals' instructional supervisory activities such as checking of teachers' schemes of work, teachers' record of work, visits to classrooms and giving of feedback after visits to classroom. The third part covered the effectiveness of principals' instructional supervisory roles. Section C was made of open-ended questions which addressed the challenges of the principals and how principals' instructional supervisory roles can be improved.

The researcher used questionnaires to collect data from a large population of students and teachers. Questionnaires were used because they were easier to administer and analyze. Questionnaires are also economical to the user in terms of time and money. This self-report tool has an element of privacy so that principals, teachers and students were able to express themselves freely without fear of anyone (Cohen et al., 2000). The researcher used questionnaires because the participants were all literate. The items in the questionnaire were developed using relevant information received from the literature reviewed related to the study and researchers' knowledge on the topic.

3.4.2 Questionnaires for Teachers

Questionnaire for teachers was divided into five sections A, B, C, D, E. Section A gathered demographic information of the teachers. In this section the researcher collected information on teachers' personal details such as gender, age, professional qualification and teaching experience. Section B focused on instructional supervisory roles of the principals. Section C dealt with instructional supervisory activities that the principals carry out in secondary schools. Section D addressed effectiveness of principals' supervisory roles on students' academic achievement. Section D contained an open-ended question on challenges facing principals in their instructional supervisory roles. Section E sought ways of improving instructional supervisory roles of the principals.

3.4.3 Questionnaire for Students

Questionnaire for students was made of five sections. Section A collected data on the background of the students. Section B focused on the instructional supervisory roles of the Principals. Section C gathered information on the principals' instructional supervisory activities such as visiting classrooms, checking teachers' schemes of work and providing feedback after class observation. Section D addressed effectiveness of principals' instructional supervisory roles on students' academic achievement. Section D and E looked at the challenges of principals and how instructional supervision might be improved in public schools. The students were expected to have been long enough in school to be able to relate monitoring of students work, visits to classrooms, protection of instructional time to yearly academic achievement. This practices impact on their individual internal examinations to the extent that students can tell the positive and negative effects of each role in summative evaluation.

3.4.4 Interview Guide for Principals

An Interview Guide made of open-ended questions was used to complement the questionnaire because interviews allowed the researcher to enter another person's viewpoint, to better understand his /her perspectives. This was possible because it was a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information (Kombo & Tromp (2006). Interview also allowed a wide range of participants' understanding to be explored, and reveal important aspects of the phenomena under study (Cohen et al, 2000). The researcher used open-ended questions to interview the participants. This research instrument collected data through direct verbal interaction between the interviewer and interviewee. The researcher used interview guide to lead the respondents towards giving in-depth information to meet the objectives of the study. In this study Interview guide was used for three principals. The information was collected by writing down the information that was given by respondents.

3.4.5 Interview Guide for QASO

Interview guide for QASO was made of 12 of open-ended questions. The interview guide collected information from the QASO on the instructional supervisory roles of the principals. The questions were formulated from the research questions and literature review. QASO plays a key role on the supervision of public secondary schools and hence his information was vital for this study. The researcher used interview guide to get relevant information relating to the principals instructional supervisory roles, their effectiveness and activities from the respondents. The use of interview guide increased the credibility of data and triangulation.

3.4.6 Document Analysis Guide

Document Analysis guide was used by the researcher to collect data about principals' instructional activities mainly on teachers' professional records such as schemes of work record of work and curriculum timetable. The main purpose of content analysis is to study existing documents such as books magazines and others (Mugenda and Mugenda, 2003). Assertion analysis was used where the frequency of the use of professional records was taken and comments made beside them. The analysis took the form of matrix with teachers professional records being placed in a row and comments placed at the column (Orodho & Kombo, 2002). Therefore the professional records that were analyzed were put in a row while three columns were created for comments.

3.5 Validity and Reliability of Research Instruments

Validity is that quality of a data gathering instrument or procedure that enables it to measure what is supposed to measure. Validity is the degree to which a method, test or research tool actually measures what is supposed to measure. Mugenda and Mugenda (2009) described validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study.

Reliability is the measure of the degree to which a research instrument consistently measures whatever it is measuring in repeated trials (Gay et al, 2009). Reliability therefore is the accuracy of the results obtained by use of a research instrument and not about the instrument itself. Reliability helps to determine how much error is present in the test score.

3.5.1 Validity of Research Instruments

The research instruments were subjected to validation by three experts, two supervisors and one professional in Educational Administration and planning at the Catholic University of Eastern Africa. The experts assessed the face content validity to see whether the instruments measured what they appear to measure according to the researchers' subjective judgments. The experts helped the researcher assess the extent to which the items are related to the topic. Experts also judged the importance of the various parts of the instrument. The research instruments used in this study were validated through the pilot administration of questionnaire to 2 principals 6 teachers and 10 students. The participants were taken from two public secondary schools that were not part of the study but had the same characteristics with those of the study. The feedback that was received was used to improve the instrument by making appropriate corrections and adjustments in the final draft in order to increase the level of validity.

3.5.2 Pilot Testing

Pilot testing was conducted in order to detect any difficulties that respondents were likely to face when responding to the items. Pilot testing is a preliminary survey (Kothari, 2004) and was carried out by giving questionnaires to 2 principals 6 teachers and 10 students from two public secondary schools that were not part of the sample. The findings of the pilot testing were used to determine the reliability of the research instruments.

3.5.3 Reliability of Research Instruments

Reliability of the research instruments was carried out to check their consistency in yielding results. A measuring instrument will be said to be reliable if it provides consistent results

(Macmillan, 2004). When a measure has a high reliability it means there is little error in the scores and if it is low the errors are much (Macmillan 2004). There are four main techniques for measuring reliability split half, test retest, equivalent-form and internal consistency. The estimates are reported in form of a reliability coefficient which is a correlation statistics that ranges between 0.00 and 0.99. If the correlation coefficient is high say 0.78 or 0.85, the reliability is said to be high. Correlation coefficients below 0.60 generally indicate inadequate or at least weak reliability

This study adopted split óhalf technique which administered the instrument to one group of people at the same time. This involved dividing the items in the questionnaires into two parts and using one group of people at the same time. The scores were then computed to establish the correlation of the scores of the two parts. This method eliminated chance error due to differing test conditions as in the test re-test or equivalent form techniques as observed by Macmillan (2004). Cronbach's Alpha Co-efficient was then used to compute reliability of the data. The correlation Coefficient reliability was accepted at 0 .60.

The reliability was calculated and results of Cronbach's coefficient for each questionnaire were obtained. The Cronbach's Alpha coefficient for principals questionnaire was .794, Teachers .692 and Students was .733 respectively showing that the questionnaires used in the study was reliable. This indicates a high overall internal consistency among the 40 items. The Cronbach's alpha coefficient of the questionnaires used in the study had varied consistency as shown in Table 2.

Table 2

Reliability Indexes

Questionnaire	Cronbach's Alpha	N of Items
Principals	.794	18
Teachers	.692	17
Students	.733	15

Credibility and dependability of qualitative data was carried out by the researcher to ensure the reliability and validity of data. The importance of this is to judge the overall trustworthiness and usefulness of the results. Credibility and dependability was carried out to test the extent to which the proposed interview guide and document analysis guide would give similar information when used by different researchers on similar levels of experience and merit. The researcher used the same time for each interviewee then checked the consistency of the information given by the two respondents. The researcher increased credibility through triangulation of methods of collecting data. The two methods included interview and document analysis guide.

The credibility and dependability is important in qualitative data hence the researcher gave every respondent the opportunity to refuse to participate in the interview so that only those genuinely interested were interviewed. The participants were encouraged to be frank from the beginning of the interview. The researcher created rapport with respondents at beginning indicating to them that there are no right and wrong answers. The researcher probed for detailed information and paraphrase previous questions to respondents to confirm accuracy. Where contradictions emerged the researcher decided to discard the particular data.

3.6 Description of Data Collection Procedures

The researcher obtained a letter of introduction from Head of department for Post-Graduate Studies in Education at CUEA. Using the introductory letter the researcher applied for research permit from Ministry of Education. After getting the research permit, the researcher visited the District Education Office (DEO) within Nandi North District for a formal introduction. At the district level, the researcher obtained permission using the permit to access the schools sampled for the purpose of this study through the principals. According to Cohen et al (2000) a researcher needs to ensure that not only access is permitted but is in fact practicable.

The researcher made an appointment with the principals of selected schools through the phone. The Principals helped to facilitate the getting of analyzed results of the year 2010 2011 and 2013. Before administering the questionnaires, the researcher explained that confidentiality was going to be kept. This created rapport between the researcher and the participants. The researcher administered the questionnaires to the sampled principals, teachers and students. The researcher waited for the sampled principals, teachers and students to fill the questionnaires then collected them back and thank them for participating in the study. The researcher also interviewed five sampled principals and QASO personally, the interview sessions took between 10-25 minutes. This method helped the researcher to get first hand information and an opportunity to have an in-depth interaction with the interviewee on the subject.

3.7 Description of Data Analysis Procedures

The researcher used Statistical Package for Social Sciences (SPSS) version 17.0 to organize the quantitative data collected from the participants into manageable information that was understood. The data analysis was based on the research questions. Both quantitative and qualitative data was analyzed. Data on the questionnaires was edited by inspecting the data pieces before coding them. The process helped in identifying those items which were wrongly responded to, spelling mistakes and blank spaces left by the respondents. The data was then coded to facilitate data entry into the computer to allow for statistical analysis.

Qualitative data was derived from open-ended questions in questionnaires and interview guides. The interviews data was transcribed and analyzed qualitatively. The data was presented in a narrative form and in themes in accordance with the research questions. Data that was collected through document analysis guide was analyzed through frequencies. The analysis of data was important because it brought out clearly the characteristics, interpretations to facilitate description, and the generalization from the study Creswell (2009). Descriptive statistics such as

frequencies, percentages was used to summarize the data. The results that were obtained were used to make a report which comprised of conclusions and recommendations for the future.

3.8 Ethical Considerations

Ethics in research is usually put in place to control the relationship between the researchers and participants and between the researchers and the fields they wish to study (Flick 2006). The researcher observed and adhered to some research ethics. Informed consent allows the respondents to choose to participate or not Kombo & Tromp (2006). In this study the participants' informed consent was used when sampling the participants. The participants were given the freedom to choose to participate or not to in the study.

Confidentiality indicates the researchers' ethical obligation to keep the respondents' identity and responses private. Urombo (2000) states that a respondent's anonymity is guaranteed when the researcher cannot identify a given response: Confidentiality and anonymity was achieved by not asking participants to write their names on the questionnaires. Research ethics require that respondents are not harmed. Harm to respondents may include embarrassment, irritation, anger, emotional outburst, stress, loss of self esteem, sleep deprivation, negative labeling, invasion of privacy and damage to personal dignity Kombo & Tromp (2006). Respondents experience psychological harm if asked to provide information on private and sensitive issues. The participants did not experience harm because no private and sensitive questions were asked. The researcher avoided research plagiarism by citing all the sources of information used in the study.

CHAPTER FOUR

DATA PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the findings, discussions and interpretation of instructional supervisory roles of principals in public secondary schools and its influence on students' academic achievement in Nandi North District, Nandi County.

The data was collected using questionnaires, interview guides and document analysis guide. The questionnaires were issued to 30% of principals, 30% of teachers and 10% of students. The interview guides was used for 50% principals and 1 Quality Assurance Standards Officer. The response rate of principals was 100%, teachers' was at 94.4% and students' was 100%.

Quantitative data was analyzed using descriptive statistics, that is, in frequencies and percentages and the findings were presented in form of tables, pie charts and bar graphs. Qualitative data was analyzed into themes and presented in form of narratives and direct quotes. The data analyzed enabled the researcher to answer the research questions; principals' instructional supervisory activities, roles and their effectiveness, challenges and suggestions on how they were to be improved.

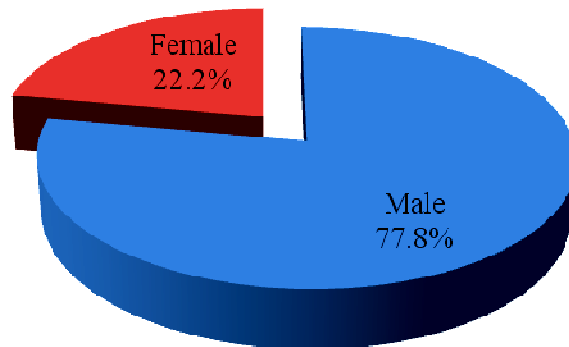
4.1 Demographic Information

The demographic information of the respondents was sought in order to find out the instructional supervisory roles of principals and how it influences students' academic achievement. The background information sought from the respondents included their gender, age, academic qualification and teaching experience.

4.1.1 Gender of Respondents

The gender of principals, teachers and students who participated in the study was varied as summarized in Figure 2, Figure 3 and Figure 4. The gender of the respondents was sought because in secondary schools gender plays a key role in motivating the learners to receive instruction from

teachers for the sole purpose of doing well in their academic achievement. The supervisory instruction therefore supports the teachers of different gender to improve class instruction to the

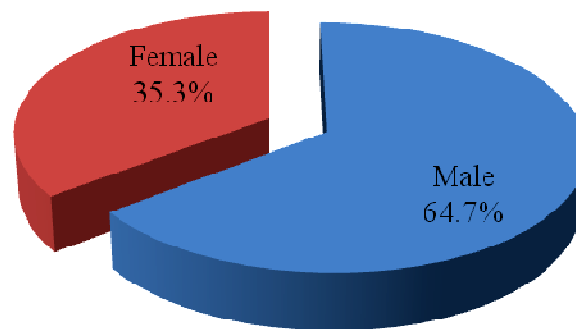


benefit of students of different gender.

Figure 2: *Gender of Principals*

From the study figure 2 majority of the principals 77.8% were male while 22.2% of principals were female. This implies that there are many male principals than the female principals in public secondary schools in Nandi north District. It is not clear whether this imbalance is caused by the few female teachers who apply for the position of principals or biases in recruitment of teachers. It further implies that majority of the female teachers are not employed like their male counterparts the principals

Figure 3: *Gender of Teachers*



From the study, figure 3 shows that majority of the teachers 64.7% were male while 35.3% of the teachers were female. Although the number of female teachers was slightly high compared to the female principals, male teachers were still higher in number. This indicates that

there is gender disparity in employment of the teachers. The reason of the disparity is as a result of enrolment in teacher education degree programmes and secondary teacher training colleges which reveals wide gender disparities in favor of males. The imbalance could also be attributed to the fact that women teachers are over-represented in many urban areas and under-represented remote rural areas (Republic of Kenya 2007). This is not in agreement with gender y policy which advocates for gender equity. This would also imply that male teachers would head girlsø schools. The scenario is in agreement with what is stated in the gender policy that women are grossly under-represented in governance of public affairs in Kenya. The policy also reported that the management of primary and secondary schools including appointment of head teachers shows a trend of male dominance. There is need therefore to enhance gender equity and equality in governance and management of education. The document on gender policy in education further suggest that affirmative action be used to enhance gender equity and equality in recruitment particularly in appointment of head teachers and deputy head teachers in schools.

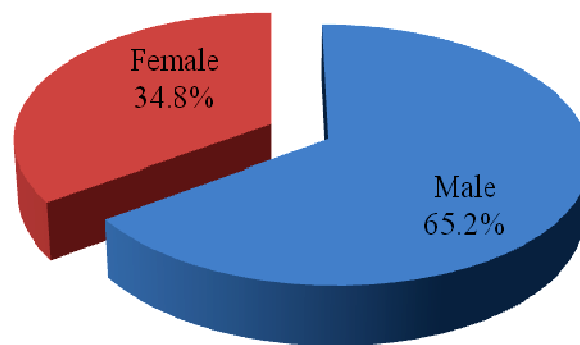


Figure 4: *Gender of Students*

The study indicated that there were 65.2% of students who were male compared to 34.8% of the students were female as shown in figure 4. This showed that majority of students respondents involved in the study were male. Thus there was gender disparity in the distribution of the studentsø respondents in study area. This implies that many boys enroll in secondary schools and majority gets to complete their secondary education in relation to girls. The gender

policy gives an example of where the national completion rate in 2004 was 91.5 percent for boys and 87.5% for girls registering a gap of 4% in favor of boys (Republic of Kenya, 2007). The instructional supervisory roles of the principals are geared to benefit students of both gender to enable them succeed in their academic achievement.

4.1.2 Age of Respondents

The age bracket of respondents used in the study was important in assessment of instructional supervisory roles of principals as shown in Figure 5 and Figure 6. Age of the respondents increased the credibility of the data collected because the age brings in the maturity and understanding of the subject on the area of study.

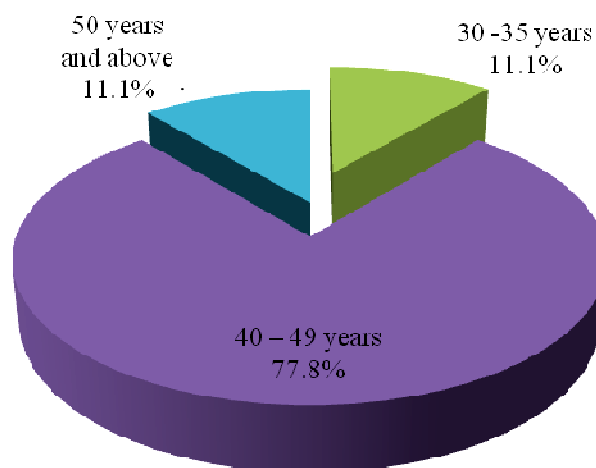


Figure 5: *Age Brackets of Principals*

In the study it emerged as shown in figure 5, that majority of the principals 77.8% were within the age range of 40 ó 49 years, while 31.1% were of 50 years and above and another 11.1% were between the ages of 30 ó 35 years. This study shows that those who are appointed as principals are teachers who are mature and have had a long experience as teachers and have developed instructional supervisory leadership through being heads of departments and deputy principals as required by the Associations of Heads Manual (2003). Majority of the principals are in their middle age meaning they have had some years to develop their prerequisite skills for instructional

supervision and procedures to carry out the same. The implication of the maturity of the principals brings in the idea of the different approaches of instructional supervision namely direct collegial and non-directional supervision. The age of the principals facilitates motivation, stimulation and consultation with teachers of different ages because they themselves have experienced those roles. Training and experiences places them in a position to supervise the teachers under their management.

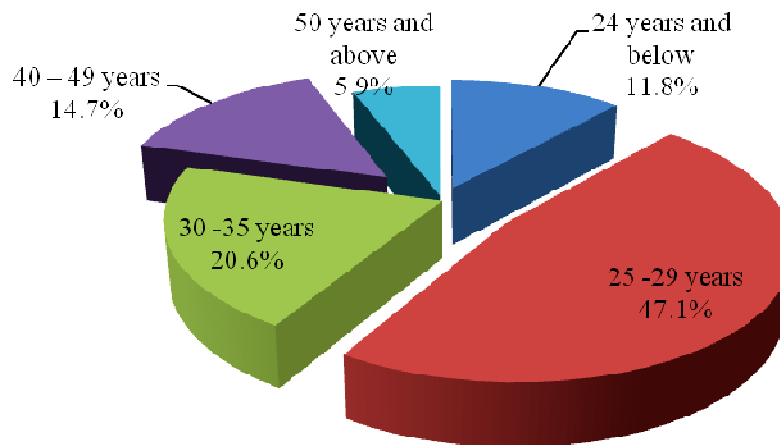


Figure 6: *Age Brackets of Teachers*

The findings in Figure 6 showed that most of the teachers 67.7% were aged between 25-35 years while 14.7% were between 40-49 years and 11.5% were below 24 years. From the study it showed that majority 89.5% of the teachers were below 35 years in age. These findings indicate that majority of the teachers were in their youthful age and were in need of principals direct supervision through lesson observation and giving them feedback from class observation. According to Glickman (2010) teachers of this age are in what he calls survival Discovery stage. It is important for teachers during this time to be guided in ways that help them see teaching from a broader perspective. Principals are required to guide the teachers in making connection between the theories they had been taught and their actual practice in the classroom. The class instruction directly influence students to master the content of the subject.

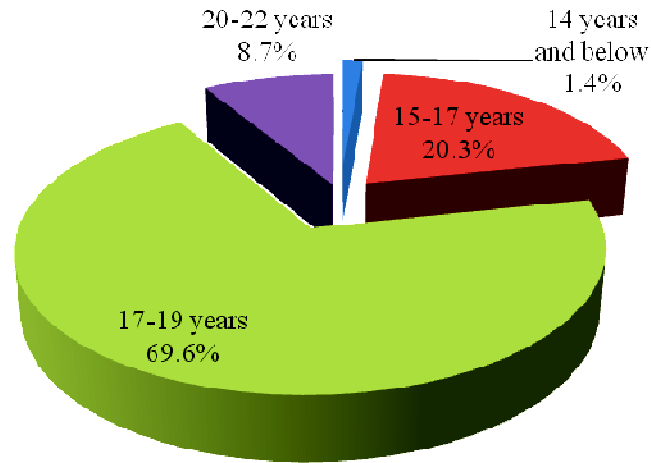


Figure 7: *Age Brackets of Students*

Figure 7 shows that the age brackets of students were varied during the study. Majority of the students, 69.6% were aged between 17 and 19 years, with 20.3% aged between 15 and 17 years. From the study it showed that majority of the students were below 19 years of age and were in their teenage. Therefore, the instructional supervisory roles of principals influence the teachers and thus facilitate teaching learning which improves students' academic achievement.

4.1.3 Students' Years in Current School

The study sought to establish the number of years that the student respondents had been in their current school. The aim was to establish that the students had been long enough in their current schools to be able to give relevant information relating to the subject under study. Findings are summarized in Figure 8.

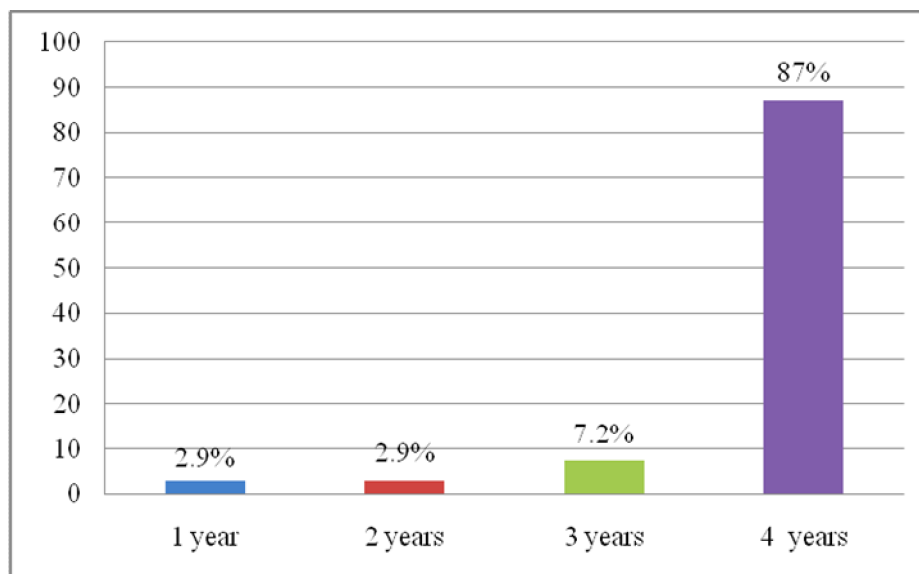


Figure 8: *Students' Years in Current School*

According to Figure 8, it emerged that most of the students, 87.0% had been in the current school for the last four years. However, 7.2% and 2.9% had been in their current school for 3, 2 and 1 year respectively. The findings showed that most of the students had been in their current schools for more than 4 years. As a result they were in a position to understand and give relevant information regarding the instructional supervisory roles of their principals. They were also able to relate the performance of principals' roles such as visits to classroom, providing feedback after observation of lessons and monitoring of students academic progress to the academic achievement of students in their school. The study also indicated that few students had transferred to their current schools. Most students had started in form one and had progressively moved through the various forms to form four. The students were therefore able to relate the principals' instructional supervisory roles and the students' academic achievement.

4.1.4 Principals and Teachers Highest Academic Qualification of Respondents

Training and professional qualification of principals and teachers is important for effective instructional supervision. Figure 9 and Figure 10 show the highest academic qualifications of principals and teachers respectively.

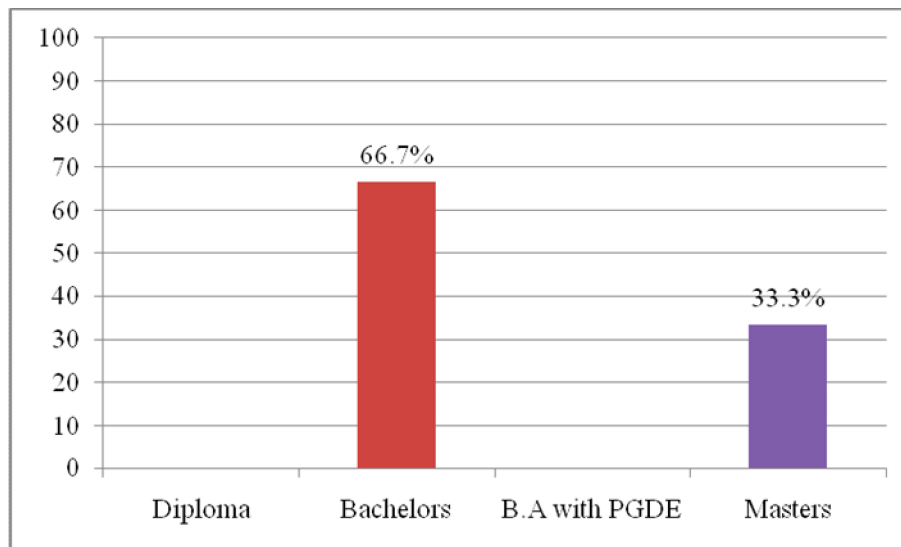


Figure 9: *Principals' Highest Academic Qualification*

The findings in Figure 9 indicate that majority of the principals, 66.7% had Bachelors degree in education. The principals who had Master's qualification comprised of 33.3%. The findings indicate that most principals had the requisite bachelor of education degree academic professional qualification. This was in accordance with what the various commissions recommended that instructional supervisors especially the principals be professionally qualified. This was further in line with what Glickman (2010) explained that principals need to have prerequisite of conceptual skills in order to guide the teachers in their schemes of work, record of work and drawing of lesson plans. The findings imply that a few principals have professionally developed themselves obtaining Masters Degree in order to assist the teachers to be more accountable in their instruction. According to Blasé and Blasé (1999) in-service training provides teachers with new ideas that broaden their outlook, and increases instructional variety and innovation.

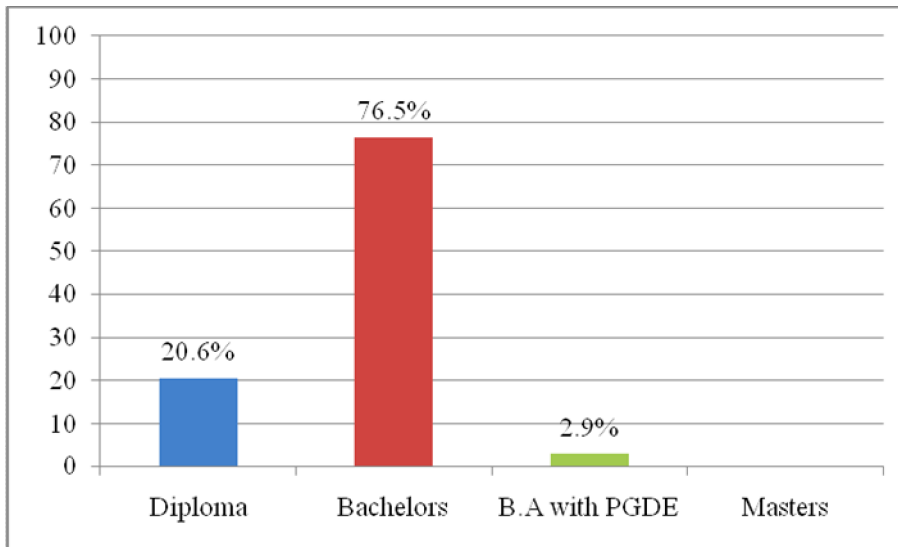


Figure 10: *Teachers' Highest Academic Qualification*

The findings in Figure 10 indicated that 76.5% of the teachers had Bachelors degree in education while 20.6% of the teachers had diploma. The findings indicated that most teachers were professionally qualified with bachelor of education degree and diploma in education. This implies that though teachers are of the same qualification with most principals the age gap and the years of experience empowers the principals to be instructional supervisors of the teachers. Teachers are therefore able to benefit from direct guidance, collegial and non-directional support from the principals. This is in line with what Glickman (2010) pointed out that principals need to have pre-requisite of conceptual technical and interrelation skills in order to guide the teachers. The principals' guidance support and consultation help teachers improve their classroom instruction and hence improve students' academic achievement.

4.1.5 Principals and Teachers Years of Teaching Experience

The teaching years of experience of principals and teachers were varied as shown in Figure 11 and Figure 12. The researcher sought to know the years of experience of respondents because it facilitates explanations of principals, instructional supervisory roles.

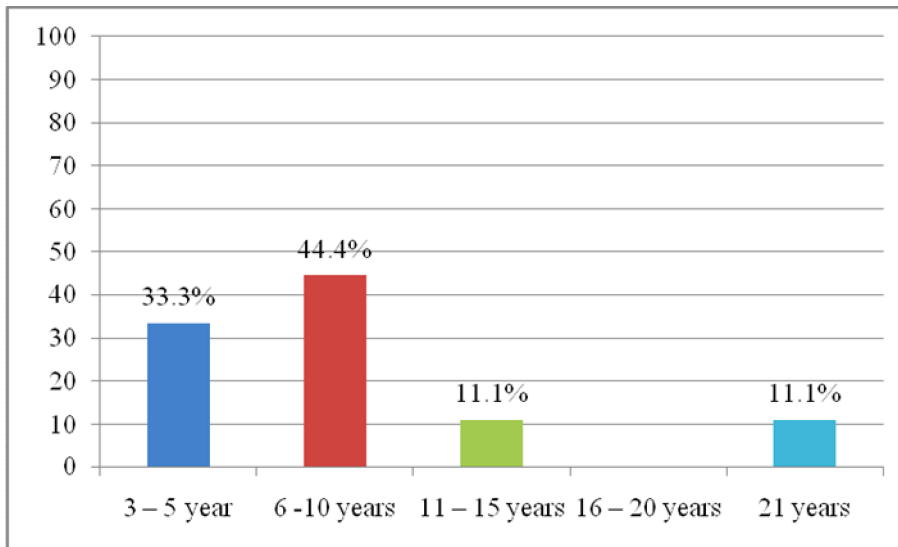


Figure 11: *Years of Teaching Experience of Principals*

The study showed that 44.4% of the principals had between 6 and 10 years of teaching experience, with 33.3% having between 3 and 5 years of experience. The findings indicated that most of the principals had above 6 years of teaching experience. The findings showed that most of the principals had enough teaching experience to offer instructional supervision to support the teachers in their class instruction. The principals had therefore the knowledge to apply the three philosophies of supervision namely essentialism, experientialism and existentialism. This implies that they used tested ideas of instructional supervision, worked with teachers to explore new ideas and approaches to teaching and learning and allow teachers individual creativity in classroom instruction.

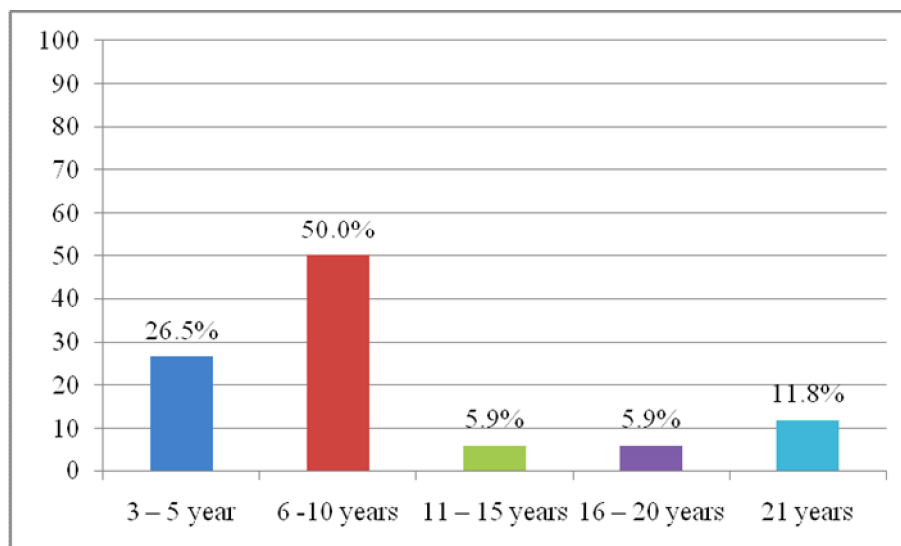


Figure 12: *Years of Teaching Experience of Teachers*

Most teachers 50% had between 3 and 5 years teaching experience while 26.5% had between 3 and 5 years experience. The teachers had lesser years of teaching experience than principals hence they highly required the principals' direct supervision as indicated by the Theory of Psychology of Supervision (Planturroot, 2006). Teachers at this stage take responsibility of their teaching. At this stage too, teachers are stabilized and enjoy their classroom teaching they look out for opportunities to collaborate in planning and implementation of instructional supervision Glickman (2004).

4.2 Instructional Supervisory Roles Principals Play in Public Secondary Schools

The study sought to find out principals', teachers' and students' views on frequency of instructional supervisory roles of principals in public secondary schools in Nandi North District. The principals, teachers and students were asked to rate how frequent the principals played various instructional supervisory roles as shown in Tables 3 and 4

Table 3***Principals' and Teachers' Views on Frequency of Principals' Instructional Supervisory Roles***

Instructional Supervisory Roles	Respondent	Always		Often		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
Orientation of new teaching staff	Principals	6	66.7	2	22.2	1	11.1	-	-	-	-
	Teachers	19	55.9	7	20.6	5	14.7	2	5.9	1	2.9
Curriculum timetabling	Principals	7	77.8	-	-	-	-	-	-	2	22.2
	Teachers	17	50.0	14	41.2	3	8.8	-	-	-	-
Provision of teachers in-service training	Principals	2	22.2	2	22.2	3	33.3	-	-	2	22.2
	Teachers	11	32.4	12	35.3	7	20.6	3	8.8	1	2.9
Monitoring of students academic progress	Principals	5	55.6	2	22.2	2	22.2	-	-	-	-
	Teachers	18	52.9	12	35.3	4	11.8	-	-	-	-
Provision of instructional learning materials	Principals	5	55.6	3	33.3	1	11.1	-	-	-	-
	Teachers	21	61.8	10	29.4	3	8.8	-	-	-	-

In the study most of the principals, 66.7% and 55.9% of teachers always orient new teaching staff in their schools as shown in Table 3. While principals reported they practiced the induction always, often and sometimes, 8.8% of teachers indicated that they experienced the role either rarely or never at all. Most of the principals, 77.8% always supervise curriculum timetabling and only 22.2% had never supervised curriculum timetabling. Plurality of teachers, 91.2% pointed out that principals do supervise curriculum timetabling always and often. A very low percentage of 8.8% reported having experienced supervision of curriculum timetabling sometimes. The role of providing in-service courses was reported to be done sometimes by 33.3% of principals and always by 22.2%. Majority of teachers, 67.7% rated provision of in-service of teachers as being practiced always and often. Majority of principals, 55.6% and teachers, 52.9% itemized always for monitoring of students academic progress. Most of the principals, 55.6% and 61.8% of teachers rated the provision of instructional learning as always being practiced by principals in schools.

The findings imply that most of the principals and teachers concur in their rating that the principals always orientate new staff on the vision, mission and core values of the school. They are also given orientation on the culture and physical set up of the school. The new teachers are introduced to the heads of the department and the issues related to their subject area. The principals supervise curriculum timetabling to ensure that all the subjects are timetabled and correct number of lessons is observed as required by the education policy. Principals supervise curriculum timetabling to ensure that there are no clashes in lessons where one teacher is expected to be at two different classes in one period. The findings further imply that Principals monitor students' academic progress. They supervise the frequent testing of students through the heads of departments. They also check the spread sheet to monitor each student's performance and discuss them with the relevant teachers. At the release of the KSCE results principals discuss with the teachers the analyzed results and thereafter use it as a tool for future academic improvement. Principals provide instructional learning materials such as students' course books, teachers' guide books, reference books and equipping of laboratory. This agrees with the findings of Moraa (2010) that principals played instructional supervisory roles by supervising the implementation of the curriculum which involved supporting teachers in their instructional practices. The results also concur with Muoka (2007) who found out that principals carry out instructional roles such as inductions of staff and orientation of school program. The principals that were interviewed reported that though they supervise teachers, they sometimes delegate supervision to deputy principals, director of studies and heads of departments due to the myriads of administrative duties.

Motivation of teachers was done by involving them in planning for instructional supervision in school. The principals discussed with teachers as a team on how to monitor students' academic progress, observation of lessons in the classroom and the mode of giving the feedback to the teacher. The principal together with the teachers discussed on how punctuality can

be checked and improved in order to reinforce students academic achievement. However, lower ratings were given by principals and teachers on provision of in-service and training of teachers. According to Tyagi (2010), in-service of teachers was found to be lacking in schools. In addition, the study observed that supervision is perceived as a diagnosis and hence there was absence of the supervisor as knowledge provider and supporter. Gaziel (2007) further confirmed this position that principals neglect their duty of staff-development

Table 4

Students' Views on Frequency of Principals' Instructional Supervisory Roles

Instructional Roles	Supervisory	Always		Often		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
Sets target performance to students		45	65.2	7	10.1	10	14.5	6	8.7	1	1.4
Ensures organization of teaching timetable		57	82.6	6	8.7	1	1.4	1	1.4	4	5.8
Provides teaching materials		55	79.7	10	14.5	2	2.9	-	-	2	2.9
Monitors students academic progress		55	79.7	7	10.1	5	7.2	2	2.9	-	-
Encourages teachers observe other teachers		39	56.5	6	8.7	8	11.6	9	13.0	7	10.1

Table 4 shows the students' views on the frequency of instructional supervisory roles of principals in public secondary schools. From the study, most of the students, 65.2% were of the opinion that principals always set performance targets for students, 10.1% rated as being done often and 14.5% felt they sometimes set performance targets for students. This role is done by stressing the class set performance targets during assemblies and by placing them on the notice boards. Majority of the students, 82.6% experienced the role of ensuring organization of teaching timetable always while 8.7% experienced often and 5.8% had never experienced the role. Majority of the students 79.7% itemized always for monitoring of students academic progress.

However, a small number of 10.1% felt principals monitor students' academic progress often while 7.2% reported they sometimes play the role. Most of the students 56.0% pointed out that principals always encourage teachers to observe other teachers and comparatively with the other roles, it received the lowest rating. Only 11.6% of students indicated they sometimes encourage teachers and 23.1% felt principals had rarely and never encouraged teachers to observe other teachers.

At the beginning of every term principals ask teachers to set target performance for their subjects and class teachers to set for their classes. This target is always referred to whenever continuous assessments tests are done. By reminding the students of the set target they are encouraged to work towards them which improve their academic achievement. The other role that principals perform regularly is monitoring of students' academic progress by tallying their performance with their set targets and encouraging them to work towards them. The organization of the time-table is often delegated by the principals to their deputies and other teachers to ensure all the required subjects are taught and the expected lessons per week are reflected in the timetable. The time table is placed in the notice boards where every class extracts their own timetable place them on the notice boards in their classrooms. The observance of the practice encourages syllabus coverage and protection of instructional time. The students are therefore exposed to all topics which favor them in answering of exam questions which boost their academic achievement.

The findings of the study, like for principals and teachers, imply that according to the majority of students, principals set target performance for students and organize teaching time table. Additionally, they provide teaching materials, monitor students' academic progress. However, comparatively a significant percentage of students observed that principals did not encourage teachers to observe other teachers. In an interview with the QASO officer, it was established that:

As much as there was new strategies of supervision in schools including teachers observing other teachers, teachers do not take it kindly since they still have the old perception of inspection of schools. Supervision is still perceived as a fault finding mission.

The students' observation showed that principals generally perform instructional supervisory roles as outlined by Okumbe (1999). During interviews of principals, it emerged that monitoring of students' academic progress is very important because it improves students' academic performance. One principal opined that;

We have introduced a school testing policy comprising of two continuous assessment tests and one end of term examination. After the tests have been administered to students, the director of studies heads of departments and I ensure that they are marked within the set datelines by subject teachers. We also ensure there are discussions of the results with the students in various classes.

Some principals reported that they delegate that role to the director of studies and heads of departments. They complained that they have so many duties that they do not get time to monitor students' academic progress. Their response implied that they had also had no time to monitor the delegated roles. These responses were more from low performing schools.

4.3 Extent of Principals Instructional Supervisory Activities

The research question sought to establish the extent in which principals carry out instructional supervisory activities in public secondary schools. Table 5 and Table 6 summarize the views of principals, teachers and students on the extent to which principals carry out instructional supervisory activities. Table 7 shows the availability of tools of instructional supervisory activities.

Table 5***Principals' and Teachers' Views on Frequency of Principals' Instructional Supervisory Activities***

Supervisory Activities	Always		Often		Sometimes		Rarely		Never		
	F	%	F	%	F	%	F	%	F	%	
Checking teachers' schemes of work	Principals	8	88.9	1	11.1	-	-	-	-	-	-
	Teachers	17	50.0	12	35.3	4	11.8	1	2.9	-	-
Checks teachers' record of work	Principals	4	44.4	3	33.3	1	11.1	1	11.1	-	-
	Teachers	20	58.8	9	26.5	3	8.8	2	5.9	-	-
Makes visits to classroom to observe teachers' lessons	Principals	-	-	-	-	4	44.4	4	44.4	1	11.1
	Teachers	7	20.6	11	32.4	6	17.6	8	23.5	2	5.9
Provides feedback after class observation	Principals	-	-	1	11.1	2	22.2	5	55.6	1	11.1
	Teachers	12	35.3	5	14.7	6	17.6	8	23.5	3	8.8
Protects instructional time by punctuality	Principals	5	55.6	4	44.4	-	-	-	-	-	-
	Teachers	23	67.6	8	23.5	1	2.9	2	5.9	-	-

The researcher obtained information from principals and teachers on their views on frequency of principals' instructional supervisory activities in their schools as depicted on Table 5. From the study 88.9% of the principals and 50.0% of teachers reported that principals check teachers' schemes of work always and 11.1% of principals and 35.3% of teachers indicated that principals checked teachers' schemes of work often. The findings imply that plurality of principals and teachers have always experienced the checking of teachers' schemes of work. The study indicated that the checking of teachers' record of work is practiced always and often as reported by 77.7% of principals and 85.3% of teachers.

The study established that 53.0% and 50.0% of teachers observed that principals always and often visited classrooms to observe teachers' lessons and provides feedback after class observation respectively. There was no principal however that rated the two activities as occurring always. On the contrary, 55.5% and 66.7 of principals reported that the rarely and never visited classrooms to observe teachers' lessons and provide feedback class observation respectively. The

variation in teachers and principals ratings indicate that any visibility of principals around the classrooms by teachers implied their visits to classrooms to observe teachers' lessons. Consequently, their advice and suggestions were interpreted to mean provision of feedback.

In the instructional supervisory activity of protecting instructional time of students through punctuality, 44.4% of principals and 58.8% of teachers rated the activity always. There is a little variation where teachers' frequency of protecting instructional time of students was higher than that of the principals. However 5.9% of teachers rarely experienced the activity compared to 11.1% of principals. The principals that were interviewed reported that they do check teachers' schemes of work and records of work. However, they added that these roles are sometimes delegated to deputy principals and directors of studies. The latter post was found to be functioning strongly. On being probed further as to why they delegate these activities, a principal responded that "I have many planned and emergent management duties to attend to within and outside the school" On visiting the classrooms and observing teachers' lessons one principal said "The exercise is time consuming and requires preparation before carrying it out. It further requires time to give feedback to the teacher. I refrain more often from visiting classrooms for lesson observation because many teachers take it negatively and perceive it as witch hunting". Some principals said they invite the teachers from time to time to dialogue on ways to improve class instruction and explore strategies to improve their teaching methods in other schools principals call teachers for dialogue only if they have received information about limitation of a particular teacher.

The findings imply that most of the principals check schemes of work, teachers' record of work and protect student's instructional time through punctuality. The findings of these activities are in agreement with Sabaitu and Ayandoja (2012) which stated that principals check teachers' punctuality, check and keep teachers instructional records. The finding is in agreement with Gaziel (2007) who found out that principals invest their time in instructional supervisory

activities. The study findings showed that majority of principals neither make visits to classrooms to observe teachers' lessons or give feedback to teachers after class observations. This is contrary to the theory of psychology of supervision as explained by Planturroot (2006) where principals are required to encourage teachers to make use of feedback received from supervisors in order to improve their skills for classroom instruction. The study therefore showed that the least performed supervisory activities are those that require more personal attention and guidance of the principal.

Table 6

Student's Views on Frequency of Principals' Instructional Supervisory Activities

Supervisory Activities	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
Checks students books	15	21.7	7	10.1	20	29.0	20	29.0	7	10.1
Checks teachers' punctuality	48	69.6	9	13.0	5	7.2	4	5.8	3	4.3
Makes visits to classroom	41	59.4	4	5.8	18	26.1	4	5.8	2	2.9
Observe teaching and learning	54	78.3	6	8.7	3	4.3	3	4.3	3	4.3
Protects instructions time by punctuality	47	68.1	8	11.6	11	15.9	3	4.3	-	-

The students' views on the extent that principals carry out instructional supervisory activities were sought as shown in Table 6. From the study 31.8% of students opined that principals always and often check students' books to examine the quality of content being taught and cross check the topics covered. Principals also check students' books to see if they are given home works and whether they are marked by their subject teachers. However, 39.1% of the students reported that principals rarely or never check their books. The study showed that 69.6% of the student respondents indicated that principals always check teachers' punctuality. The study specified that plurality of students, 59.4% observed principals visit their classes always. As to

whether the principals observed teaching and learning, the highest number of students, 78.3% reported that principals practice the activity always. The study indicated that 79.7% of the students have experienced principals protecting instructional time by ensuring punctuality always and ensuring that no other activities are organized for during instructional time.

The findings imply that majority of principals check teachers punctuality, visit classrooms to observe teaching and learning and protect instructional time by punctuality. The findings are in agreement with the findings of Sabaitu and Ayondoja (2012) where he found out that some of the instructional activities supervised by the principals include checking students note books , teachers punctuality, attendance and class visitation. The activities that were supervised were checking of studentsø notes, checking teachersø punctuality, attendance and class visitation. On the contrary, most principals rarely check studentsø books. Too, Kimutai and Kosgei (2012) established that there is a positive relationship between instructional supervisory activities of principals with studentsø academic performance. Some of the instructional supervision included inspection of teachers records of work, lesson plans and teachers attendance.

Table 7*Availability of Tools of Instructional Activities*

Tools of Instructional Activities	Available		Not available	
	F	%	F	%
Record of Work				
Regularly updated	9	100.0	-	-
Regularly checked	9	100.0	-	-
Instructional Materials				
Provision of course books	9	100.0	-	-
Provision of exercise books	9	100.0	-	-
Teachers guide book	9	100.0	-	-
Curriculum Time Table				
Subjects distribute correctly	6	66.7	3	33.3
Placed at notice boards	6	66.7	3	33.3
All subjects taught	9	100.0	-	-
Schemes of Work				
Updated regularly	8	88.9	1	11.1
Checked by principal	1	11.1	8	88.9
Lesson Plans				
Regularly updated	-	-	9	100.0
Are they used	-	-	9	100.0

Table 7 shows the availability of tools of instructional activities. The document analysis of various documents such as schemes of work, master timetables, lesson plans, records of work and instructional materials was used to establish the availability of tools of instructional activities in schools. From the study it was found out that records of work were available and regularly updated checked and sometimes by the principals in most of the schools. In 30% of the schools most of the records of work were being checked by Directors of studies. Instructional materials which included the provision of course books, exercise books and teachers' guides were available

in 70% of the schools. The curriculum time table was available and was placed in the notice boards in 66.7% of the schools and not available in 33.3%. All the schools had all the required subjects taught. From the study the schemes of work was found to be updated regularly by teachers in 88.9% of the schools and not checked by 88.9% of the principals. The lesson plans were not made and not used in all the schools. Principals interviewed pointed out that this was substituted by the teachers using lesson notes. Lesson plans were not widely prepared by a percentage of 95% of teachers. The teachers use teachers guide book and lesson notes for class instruction and they find the making of lessons plans duplication. The findings from the document analysis of tools of instructional activities show that public secondary school principals carry out their instructional supervisory activities as depicted from questionnaires findings. It was observed that principals delegate some of their instructional supervisory activities to the directors of studies such as checking of records of work, curriculum timetabling.

In schools where course books were not enough, teachers gave the explanation that students lost books and they take long to replace by buying them. Some teachers explained that where supervision and monitoring is not done books are not well maintained or replaced. In one of the well performing schools the director of studies commented that the Government makes an effort to provide course books to the students in a ratio of 1:2. However in their school they were trying to ensure to reach a ratio of 1:1 in order to increase the availability of books to students. The students can vary their study timetable at any time which will increase their concentration and hence improve their performance for better performance and of students' study timetable.

4.4 How Effectively Principals' Instructional Supervisory Roles Influence Students' Academic Achievement

The research question sought to find out how effectively principals' instructional supervisory roles influence students' academic achievements in public secondary schools. The views of principals, teachers and students were sought in the following areas; Visits to classrooms

to observe teachers lessons, monitoring of students academic progress, provision of feedback to teachers after lesson observation. The results of three years 2010, 2011 and 2012 were used to obtain the mean grade of the high, average and low performing schools.

4.4.1 Effectiveness of Principals Instructional Supervisory Roles

The principals, teachers and students participants were to give their views on effectiveness of principals instructional supervisory roles in their schools. The views on effectiveness of instructional supervisory roles were summarized in Tables 8 and 9

Table 8

Principals' and Teachers' Views on Effectiveness of Principals' Instructional Supervisory Roles

Principals Instructional Supervisory Roles	Respondent	Very Effective		Effective		Fairly Effective		Ineffective		Very Ineffective	
		F	%	F	%	F	%	F	%	F	%
		Visits to classrooms to observe teachers lessons	Principals	-	-	2	22.2	4	44.4	3	33.3
	Teachers	6	17.6	14	41.2	10	29.4	3	8.8	1	2.9
Monitoring of students academic progress	Principals	5	55.6	4	44.4	-	-	-	-	-	-
	Teachers	20	58.8	10	29.4	4	11.8	-	-	-	-
Provision of feedback to teachers after class observation	Principals	1	11.1	1	11.1	4	44.4	3	33.3	-	-
	Teachers	12	35.3	7	20.6	10	29.4	5	14.7	-	-
Protecting instructional time by punctuality	Principals	4	44.4	4	44.4	1	11.1	-	-	-	-
	Teachers	20	58.8	11	32.4	3	8.8	-	-	-	-

From the study as indicated in Table 8, 55.6% of the principals rated the monitoring of students academic progress to be very effective and 44.4% of principals rated the role effective giving a hundred percent agreement of the respondents on effectiveness of the role. It was equally noted that 58.8% and 29.4% of teachers rated monitoring of students academic progress to be very effective and effective respectively. When principals discuss with teachers on how to monitor students academic progress and put strategies in place the result is improved students

academic achievement. The principals check each students' academic progress by cross checking whether they are making progress on a termly basis. In some schools students are grouped according to their academic abilities then their progress is monitored. When KCSE results are released results are analyzed and evaluated where weaknesses are worked on and strengths are reinforced for the continuing students. Feedback is also given to the students of all classes through conferences or assemblies. These practices were found to motivate the students and make them work harder as they aim to meet their academic target.

The findings imply that monitoring of students' academic performance by the principals, is very effective on influencing students' academic achievement. One of the interviewed principals explained that

Monitoring of students' academic progress by use of a testing policy boosts students' academic achievements. Testing the students on a regular basis through continuous assessment tests, marking and discussing the scores with students motivates students and keeps them on course. It ensures that there is frequent interaction between the teachers and the learners which results in students' good performance. It is my duty to supervise this process frequently.

The study showed that 44.4% of the principals observed that principals' visit to classes to observe teachers' lessons is fairly effective while 33.3% of them reported ineffective. Teachers' ratings indicate that 17.6% and 41.2% of principals' visit to classes to observe teachers' lessons as very effective and effective correspondingly. The findings on principals' visits to observe teachers' lessons was fairly effective. The principals interviewed reported that they generally do not visit classrooms to observe teachers' lessons unless an issue has been reported. This is because most teachers have a negative attitude towards the exercise. The old tradition where schools were inspected with the intention of finding out faults still lingers on in the minds of many teachers. Teachers therefore perceive the principals' visits to classrooms as a witch hunting activity.

The study found out that 44.4% of the principals rated provision of feedback to teachers after class observation to be fairly effective while 33.3% felt that the role was ineffective. The principals visit classes in two ways through clinical supervision or visibility approach. The principals were found not to use the clinical supervision often but would visit classes to just check what is going on. The study indicated that 35.3% of the teachers rated principals' provision of feedback to teachers after class observation to be very effective and 29.4% rated effective with 20.6% rating it fairly effective.

The low percentage in this role shows that not many principals visit classes to observe lessons but check that everything is okay. They check whether learning is going on and see to it that students are learning and are in school. The visibility of the principals sends a signal to all present that things are to be done as per the school program. The teachers whose lessons are observed by principals find feedback useful because the principals use the long experience and their expertise to provide advice on lesson planning, presentation and different methods to use while presenting the content of the lesson. When the role is done it improves students' academic achievement because class instruction is improved where students get to understand the subjects better and hence improve their academic achievement.

The study showed that 88.8% of principals and 91.2% of teachers rated the protecting of instructional time by punctuality as very effective and effective. The findings on the protection of instructional time by ensuring punctuality implied the role is very effective in influencing students' academic performance. This role ensured that instructional time was efficiently utilized by both teachers and learners to achieve syllabus coverage which facilitate students' academic achievements.

The findings on the principals' and teachers' views on effectiveness of principals' instructional supervisory roles concur with Moraa (2010) who found out that instructional supervisory role of the principal influence students academic achievement. Too, Kimutai &

Kosgei (2012) stated that teachers' attendance of all lessons, inspection of students' progress reports had a positive relationship with academic achievements of students in national examinations. Therefore, QASO officials should ensure principals effectively maximize the protection of instructional time and closely monitor students' academic achievements. In addition, use seminars and workshops to reinforce principals' visits to classrooms to observe lessons and provide feedback to teachers.

Table 9

Students' Views on Effectiveness of Principals' Instructional Supervisory Roles

Instructional Effectiveness	Supervisory	Very Effective		Effective		Fairly Effective		Ineffective		Very ineffective	
		F	%	F	%	F	%	F	%	F	%
Visits to classrooms		33	47.8	17	24.6	16	23.2	2	2.9	1	1.4
Monitoring of students' progress		50	72.5	11	15.9	7	10.1	-	-	1	1.4
Observation of teachers' lessons		47	68.1	10	14.5	5	7.2	3	4.3	4	5.8
Protecting instructional time		40	58.0	17	24.6	6	8.7	3	4.3	3	4.3

Table 9 shows that most of the students 72.5% rated the monitoring of students' academic progress by principals to be very effective, with 15.9% as effective and 10.1% as fairly effective. The findings therefore imply that principals' monitoring of students' academic progress was very effectively done by principals. From the study most of the students, 47.8% and 24.6% rated the classrooms visits by principals to be very effective and effective respectively. Although visits to classrooms by principals comparatively scored lower ratings, the findings nonetheless imply that principals generally visit classrooms to observe teachers' lessons. From the study, 68.1% of students rated principals' observation of teachers' lessons to be very effective, 14.5% as fairly effective and 7.2% as sometimes effective. According to students, the findings showed that principals' observation of teachers' lessons were very effective in enhancing teachers' teaching.

The study found out that majority of the students, 58.8% indicated protection of instructional time to be very effective and 24.6% rated it as effective. Interviews of principals showed that teachers' punctuality and lesson attendance was taken seriously in schools. A principal remarked that:

We give a book to class prefects to be recording teachers' entry and departure time for lessons and lesson attendance. There is a calendar of academic activities across the term. I monitor and evaluate how each teacher has fared in meeting the deadlines such as submission of schemes of work, records of work, students' scores and departmental minutes.

The findings are in conformity to Too, Kimutai & Kosgei (2012) which established that there is a positive relationship between the teachers' inspection of records of work, lesson attendance and teachers on duty giving report at the end of the week and students' academic achievement. It stated that inspection of teachers record of work lesson attendance and weekly report are key instructional activities because unless a student understands what is taught, covers the syllabus and is disciplined it might be difficult to pass the examinations.

The study findings also have elements of Blaise and Blaise (1999) such as effective principals encourage teachers to reflect, explore and dialogue so that they improve instruction. It confirms why in this study the instructional supervisory roles of the principals that were found to be very effective were; protection of instructional time, monitoring of students academic progress which involved, collaboration, dialogue and feedback. This is in line with Planturroot (2006) explanation on direct supervision, experientialism and essentialism

4.4.2 Student's Academic Achievement

From the study the students' performance in Nandi North District in Nandi County was varied for the three years under the study. There were highly, averagely and low performing schools. The low performing schools had a mean grade below average which had raised concerns among the stake holders of Nandi North District as to whether instructional supervision is

effective in public secondary schools. The mean grade of academic achievement is shown in Table 10.

Table 10

Student's Academic Achievement

Year	2010	2011	2012	Mean
High performing	7.01	7.84	7.34	7.40
Average performing	5.25	6.15	5.85	5.75
Low performing	4.05	3.80	4.39	4.08

The high performing schools were found to have a higher mean score of 7.4, followed by average performing schools with a mean grade of 5.8 and finally low performing schools had a mean grade of 4.08 as shown in Table 10. The findings showed that high performing schools always perform best compared to the average and low performing schools.

4.5 Challenges Facing Principals in Instructional Supervision in School

The research question sought to establish the challenges facing principals in their instructional supervision roles in public secondary schools in Nandi North District. The information was collected from the respondents using open ended items in the questionnaires and from interview guides. The principals, teachers and students identified various challenges. Principals were found not to be in a position to provide instructional materials adequately. The limitation was caused by lack of school fees payment. Without the instructional resources both the teachers and the students are adversely affected. Students use course books to supplement 20% of class instruction.

Teachers need to make references to various books in order to reinforce students' academic achievement. Lack of adequate time is yet another challenge that faces principals in carrying out instructional supervision. They have so many responsibilities that they sometimes fail to supervise instructional activities in their schools. This affects effectiveness of teachers'

class instruction which is a means to students' academic achievement. Students observed that some teachers do not have good relationship with their principals which hinders smooth supervision of instruction and sometimes spills over to the students affecting their academic achievement. The poor relationship is caused by individual personalities and levels of maturity of both the principals and teachers.

The indiscipline cases among learners were identified by the students as affecting the principals' instructional supervision and limits time for supervision of teachers' instructional activities affecting students' academic achievement. The quality assurance and standards officer who was interviewed decried the shortage of finances that limit them from visiting and supervising schools as expected. This has led to supervision activities that are required to be done by QASO on regularly basis to be curtailed. The same challenge faces the principals in their various schools. Principals reported that financial constrains limit the provision of required facilities to achieve the goals of instructional supervision such as academic improvement. The limited finances are caused by untimely and poor payment of school fees by parents. The delay in the disbursement of government Free Day Secondary Education (FDSE) funds also contributes to financial difficulties like providing teaching and learning materials for students.

Inadequate staffing and high teacher turn-over were cited as some of the challenges faced by the principals. During the interview with a principal, it emerged that understaffing was a major challenge to their effective performance of supervisory instructional roles. To address the problem, principals have resorted to employing Board of Management (BOM) teachers as one principal explained:

What we have resorted to do is to employ teachers through the BOM in order to ease the work load. We have informed the Teachers Service Commission (TSC) to no avail. In some schools the teachers who are employed by the BOM exceed in number of those who have been deployed by the TSC. This challenge heightens when the school is not able to

pay teachers due to financial constraints. The few teaching staff is often thinly spread and as a consequence, some of the subjects are not taught for a long time.

Some principals face challenges of uncommitted teachers and unethical and unprofessional practices by some of them. For instance, some teachers were not meeting datelines when given certain duties to perform, negative attitudes and even outright resistance to new instructional approaches such as frequent testing of students and marking of their work, lesson observation by the principal or by other teachers. Indeed, Nyandiko (2008) found out that veteran teachers resist because they consider themselves as experts as a result of experience. The principals also occasionally faced the problem of external interferences such as teachers' strikes. Communication breakdown between instructional supervisors and supervisees in the administration of some secondary school such as poor clarification of teachers' duties was one of the challenges cited. Some students fear to approach teachers for assistance due to poor teacher-student relations and bureaucratic management structures. Among the challenges that the students cited as facing principals in their instructional supervision roles in public schools included poor cooperation of teachers to take care of the students' questions. In addition, students noted teachers' absenteeism and lack of their support in boosting students' performance. Teachers' absenteeism was seen to delay the coverage of syllabus. It also emerged that principals lacked adequate time to supervise all departments. The principals concurred by identifying that they had many responsibilities thus had inadequate time to effectively perform their instructional supervisory duties. This concurs with Nyandiko (2008) which stated that the major challenges facing principals include lack of time for instructional time as a result of overload of work caused by many other responsibilities. This is also supported by Wenzare (2010) who observed that principals are not always available for teachers when they wish to consult.

The indiscipline cases among learners were identified by the students as affecting the principals' instructional supervision. Other challenges that face principals in their efforts to carry

out instructional supervision include poor fees payment coupled with mismanagement of school finances and time. Consequently, these have led to lack of enough instructional facilities, inadequate accommodation within the schools, lack of power and rampant blackouts.

4.6 Ways of Improving Principals' Instructional Supervisory Roles

The research question sought to find out how principals' instructional supervision be improved in school. The principals and teachers identified various strategies principals' instructional supervision should be improved in schools. Since the fee paid by students was not enough, the schools have to look for other sources of finance such as sustainable income generating projects. Policies should be put in place to require school fees is paid annually to avoid interruptions of instructional programmes. There should be a policy too requiring the government to pay FDSE on time.

The principals should formulate and implement school instructional policies that enhance students' academic achievement. These include involving teachers in planning and executing of instructional supervisory roles, clarification of instructional duties, dialogue and motivation of unwilling teachers to adopt new instructional supervisory approaches. The schools need to be helped to enhance positive attitudes towards the new friendly QASO supervisory approaches. Others are putting up an effective communication system, regular briefs and meetings with teachers and thus improving interpersonal relations with them

All the stakeholders such as parents, teachers and the government should collaborate by using conferences seminars and in-service training in order to improve teaching and learning. Teachers and principals should work in partnership in provision of supervisory tools and monitoring of students academic progress. Others include protecting instructional time, meeting set datelines and adoption of new instructional supervisory strategies. The government and parents should provide financial support to the schools in order to provide required educational facilities, in-service training for teachers, improve student-teacher ratio by deploying enough

teachers and giving bursary to every needy student. Good facilities within learning institutions provide conducive environment for learning and boost students' academic achievement. The right teacher- student ratio facilitates better understanding of lessons and class management which fastens and improves students' retention of knowledge. The answering of questions is therefore highly facilitated and record high academic achievement.

The students identified various strategies that can be used to improve principals' instructional supervision in their schools. In order to address rampant indiscipline, school rules should be enforced and guidance and counseling strengthened. Suggestion boxes should be placed in schools and open forums involving of teachers and students be held regularly. Teachers should benchmark and improve their teaching techniques in order to register higher students' achievements. It was suggested that the principal should be in school always and monitor teachers' attendance of lessons and help minimize absenteeism. Students further suggested that frequent meetings be held between teachers and students. The study indicated that 30% of students observed that co-operation and collaboration between the principals and the teachers be enhanced. The learners stressed that QASO should make regular supervisory visits to schools.

Most 50% of teachers supported the fact that teachers expected feedback from their classroom teaching observation immediately because it helps them improve their instruction. They also proposed that principals to develop effective communication to avoid frequent conflicts as they carry out their instructional supervisory roles.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE FINDINGS

5.0 Introduction

This research on Instructional Supervisory Roles of Principals and Its Influence on students' academic achievement was carried out in Nandi North District, Nandi County, Kenya. The study was guided by five research Questions that sought to find out instructional supervisory roles that principals play in secondary schools; extent of principals instructional supervisory activities; how effectively principals' instructional Supervisory Roles Influence Students' Academic Achievement; challenges facing principals in carrying out instructional supervisory roles and ways of improving principals' instructional supervisory roles. The study questions aimed to seek why majority of schools in Nandi North District perform poorly in spite of having principals who are qualified and required to play instructional supervisory roles.

The literature reviewed showed that research has been carried out on variables of roles and responsibilities of supervisors in schools Sturge Krajewski, & Love (1979). Muoka (2007) studied on the role of principals' instructional supervision in public secondary schools while Baffour-Awuah (2011) conducted research on supervision of instruction in public primary schools. Gaziel (2007) conducted a study on re-examining the relationship between principal's instructional leadership and students' academic achievement in secondary schools. A study was carried out by Sabaitu and Ayandoja (2012) on the impact of instructional supervisory activities on students' academic performance in English. Tyagi (2010) examined how heads of government and private aided institutions feel about placing emphasis on providing instructional supervision for teachers. Some studies had been carried out on the challenges faced by principals as instructional supervisors Nyandiko (2008).

In most studies variables that are related to instructional supervision have been done but there were limited studies that included the students' academic achievement. Although Kerubo

(2010) conducted a study on the role of head teachers' instructional supervision on Kenya Certificate of primary Education performance in public primary schools, it focused on the primary level and was done in Dagorretti District. The current study therefore included the variable of students' academic achievement and how it was influenced by instructional supervisory roles of the principals.

A mixed methods research was integrated with descriptive survey and naturalistic phenomenology designs. Probability and non probability sampling procedures were used with 117 participants. Data was collected using questionnaires, interview guides and document analysis guide. Quantitative data was analyzed using SPSS and presented using frequencies, percentages and tables. Qualitative data was categorized into themes guided by research questions and presented in form of narratives and direct quotes.

5.1 Summary of the Findings

The demographic information of the respondents indicated that majority of them were males hence there was gender disparity in the distribution of the respondents. The findings indicated that majority of the teachers were in their youthful age and were in need of principals direct supervision through lesson observation feedback from class observation. Plurality of the principals was above 40 years of age, thus they were found to have long experience to support and motivate teachers in classroom instruction through their instructional supervisory roles. Most teachers were young and aged between 25 and 29 years of age and needed direct supervision from principals to help them improve their classroom instruction.

Majority of the students young aged 19 years and below and were found to have been in their current schools for four years. The long duration in the school made them understand the dynamics of principals' instructional supervisory roles and how they influence students' academic achievement. The study further showed that principals and teachers were qualified teachers with bachelor of education degree with a few principals having masters in education. With the long

teaching experience that the principals were found to have, they were expected to have better conceptual, technical and human relation skills to handle instructional supervisory roles in order to positively influence students' academic achievement.

5.1.1 Instructional Supervisory Roles Principals Play in Secondary Schools

In the study, most of the principals and teachers are in conformity that principals always orient new teaching staff in their schools as well as supervise curriculum timetabling, monitor students' academic progress and provide instructional learning materials. However, the study registered lower ratings by principals and teachers on the provision of in-service training of teachers. It also emerged that although principals supervise teachers, they sometimes delegate supervision to deputy principals, directors of studies and heads of departments due to the myriads of administrative duties. Motivation of teachers was done by involving them in instructional planning and checking their punctuality which consequently improved students' academic performance.

The findings of the study, like for principals and teachers, showed that majority of the students reported that principals set target performance for students and organize teaching timetable. Additionally, they provide teaching materials, monitor students' academic progress and encourage teachers to observe other teachers. The students' observation showed that principals generally perform instructional supervisory roles.

5.1.2 Extent of Principals Instructional Supervisory Activities

Most of the principals delegated their instructional supervisory activities to deputy principals and directors of studies due to many planned and other emergent management duties to attend to within and outside the school. The findings showed that most of the principals check schemes of work, teachers' records of work and protect student's instructional time through punctuality. However, principals generally refrain from visiting classrooms for lesson observation because many teachers take it negatively by associating it with witch-hunting. The study findings

showed that majority of principals do not make visits to classrooms in order to observe teachers' lessons or give feedback to teachers after class observations. The study therefore showed that the least performed supervisory activities are those that require more personal attention and guidance of the principal. According to students' respondents, majority of the principals check teachers' punctuality, visit classrooms to observe teaching and learning and protect instructional time by punctuality. On the contrary, most principals rarely check students' books.

The document analysis of various documents such as schemes of work, master timetables, lesson plans, records of work and instructional materials was used to establish the availability of tools of instructional activities in schools. From the study it was found out that records of work were available and regularly updated and checked by the principals. The instructional materials were available in all the schools except that in some schools students loose books and it takes long to be replaced. The lesson plans were not used in all the schools. The teachers however substituted their lesson notes for lesson plans. The curriculum time table was available and placed in the notice boards in most schools. All the schools had all the required subjects taught. Schemes of work were available in all the schools.

The findings from the document analysis of tools of instructional activities show that public secondary school principals carry out their instructional supervisory activities as depicted from questionnaires findings. It was observed that principals delegate some of their instructional supervisory activities to the directors of studies such as checking of records of work, curriculum timetabling.

5.1.3 How Effectively Principals' Instructional Supervisory Roles Influence Students' Academic Achievement

The findings indicated that monitoring of students academic performance by the principals was very effective on influencing students' academic achievement. The study observed that testing policy in schools boost students academic achievement whereby students are tested

regularly and their scores discussed with them. This ensured that there is frequent interaction between the teachers and the learners which results in students' improved academic achievements. According to principals and teachers, the findings established that principals' visits to observe teachers' lessons was fairly effective. The finding on the role of principals in provision of feedback to teachers after class observations was established as fairly effective. According to students, principals generally visit classrooms to observe teachers' lessons. The principals interviewed reported that they generally do not visit classrooms to observe teachers' lessons unless an issue has been reported. This is because most teachers have a negative attitude towards the exercise. The old tradition where schools were inspected with the intention of finding out faults still lingers on in the minds of many teachers. Teachers therefore perceive the principals' visits to classrooms as a witch hunting activity.

The findings on the principals' protection of instructional time by ensuring punctuality showed that the role was very effective. This ensured that instructional time was efficiently utilized by both teachers and students to achieve syllabus coverage which facilitated students' academic achievements. Teachers' punctuality and lesson attendance was taken seriously in schools. A book was given to class prefects to be recording teachers' entry and departure time for lessons and lesson attendance. There was a calendar of academic activities across the term and the principal monitored and evaluated how each teacher fared in meeting the deadlines. These included submission of schemes of work, records of work, students' scores and departmental minutes. The high performing schools were found to have a higher academic mean score followed by average performing schools and finally low performing schools. The findings showed that high performing schools always perform best compared to the average and low performing schools.

The correlation between principals' instructional supervisory roles and students' academic achievement was positively and moderately correlated. The correlation coefficient between the principals' instructional supervisory activities and students' academic achievement was a

moderate positive coefficient. A weak positive correlation existed between the effectiveness of the principals' instructional supervisory roles and students' academic achievement. These weak and moderate correlations imply that the students' academic achievement in Nandi North District is also influenced by other factors apart from the instructional supervisory roles, their effectiveness and activities of the principals.

5.1.4 Challenges Facing Principals in Carrying out Instructional Supervisory Roles

Shortage of finances limit QASO from visiting and supervising schools as expected thus curtailing supervisory activities that are required to be done on a regularly basis. Financial constraints caused by poor and delayed payment of fees limit the provision of required facilities to achieve the goals of instructional supervision such as academic improvement. Inadequate staffing and high teacher turn-over have forced some schools to resort to employing BOM teachers in order to ease the work load. Some schools' BOM teaching staff exceeds those of TSC which heightens financial constraints. As a consequence, some of the subjects are not taught for a long time.

Some principals face challenges of uncommitted teachers, unethical and unprofessional practices by some of them. These include; teachers not meeting datelines, negative attitudes and resistance to new instructional approaches. Some teachers have individual problems and are not able to dissociate them from their school work and thus become a challenge to the principals. Occasional external interferences such as teachers' strikes, communication breakdown between principals and teachers and poor clarification of teachers' duties limit effective principals' supervision.

There was a poor cooperation of teachers in taking care of the students' questions. Teachers' absenteeism and lack of their support in boosting students' performance was found to delay the coverage of syllabus. Principals lacked adequate time to supervise all departments because they had many responsibilities. The indiscipline cases among learners were identified as

affecting their academic achievements. The weather changes also pose difficulties to students' performance during rainy and cold seasons as well as travelling long distance. Other challenges included poor fees payment, embezzlement of school finances and poor management of instructional time. Consequently, these have led to lack of enough instructional facilities, inadequate accommodation and lack of power and rampant blackouts in schools.

Most of the students lamented the failure of teachers to set target performance for students. The failure to set target performance for students affects the effort that the students ought to put in their studies. Setting goals for the learners encourages them to work hard towards achieving them. The lack of follow up of delegated supervision by the principals was seen to affect the students' academic achievement.

5.1.5 Ways of Improving Principals' Instructional Supervisory Roles

The research question sought to find out how principals' instructional supervision be improved in school. The principals and teachers identified various strategies principals' instructional supervision should be improved in school. Since the fee paid by students was not enough, the schools have to look for other sources of finance such as sustainable income generating projects. Policies should be put in place to require school fees is paid annually to avoid interruptions of instructional programs. There should be a policy too requiring the government to pay FDSE on time.

The principals should formulate and implement school instructional policies that enhance students' academic achievement. These include involving teachers in planning and executing of instructional supervisory roles, clarification of instructional duties and dialogue and motivation of unwilling teachers to adopt new instructional supervisory approaches. Enhance positive attitudes towards the new friendly QASO supervisory approaches. Others are putting up an effective communication system, regular briefs and meetings with teachers and improving interpersonal relations with principals, teachers and students. All the stakeholders such as parents, teachers and

the government should collaborate in order to improve teaching and learning. Teachers and principals should work in partnership in provision of supervisory tools and monitoring of students academic progress. Others include protecting instructional time, meeting set datelines and adoption of new instructional supervisory strategies. The government and parents should provide required ratio by deploying enough teachers and giving bursary to every needy student.

The students identified various strategies to be used to improve principalsø instructional supervision in schools. In order to address rampant indiscipline, school rules should be enforced by ensuring that they are clearly stated and short enough to be understood. The principals are to ensure that all parties understand rules and their implication because it will reduce time wasted in solving indiscipline issues. The students suggested guidance and counseling be strengthened in schools. Consistent guidance and counseling help students sought out their issues relating to their lives relationships and academic work. In this way the students balance all the aspects of their life situations and thus enable them to be focused in their studies When cohesion and concentration is attained and sustained the principals will have time to address key role of instructional supervision and academic achievement will be improved.

Suggestion boxes should be placed in schools and open forums involving of teachers and students be held regularly. This brings in the prerequisite of human relation skill that principals need to posses as discussed by Glickman (2010). Human relation skill requires that the principal communicates well and gives room to teachers and students to express their happiness and dissatisfaction of issues with freedom. They should ensure that there are other channels of communication to allow for uniqueness of individuals in the school. In all their duties they are to use different skills to enhance relationships. When there are healthy relationships in schools the result is positive reception of principalsø instructional supervisory roles.

Teachers should benchmark and improve their teaching techniques in order to register higher studentsø achievements as suggested by the students. Principals therefore need to develop

the teachers by sending them for seminars, having exchange programs with well performing schools. They are to provide relevant documents or literature to teachers and create room for teachers' individual development. It was suggested that the principal should be in school always. Principals' visibility or what others have called management by walking around have positive impact in the schools' academic achievement. Principals therefore should utilize this harmless yet effective tool to improve instructional supervision in their schools.

QASO should make regular supervision visits to schools as suggested because they encourage standards and quality services in schools. Their visits help both the principal and teachers to improve their skills and whatever challenges they face particularly in class instruction. Issues that require policy making or further training of teachers and provision of instructional materials addressed immediately. Instructional supervisory roles of principals are therefore improved and trickles down to students improved academic achievement.

5.2 Conclusion

The study established that principals orient new teaching staff, supervise curriculum timetabling and monitor students' academic progress. These roles were rated very highly as being performed always. Provision of instructional materials was also rated high. Principals were found to rarely provide in-service training for teachers yet this was a needed role considering that most of the teachers were young in the profession. Principals check schemes of work, teachers' records of work and protect student's instructional time through punctuality. However, principals were found to generally refrain from visiting classrooms for lesson observation and hence feedback to teachers was not frequently given.

The checking of teachers' punctuality, protection of instructional time and monitoring of students' academic progress was found to be very effective in schools and provide for students' academic achievement. Visits to classrooms to observe teachers' lessons by principals was rated as rarely effective. The study found out that there was a positive moderate correlation between the

principals' instructional supervisory roles and students' academic achievement. There was a moderate correlation coefficient between principals' instructional supervisory activities and students' academic achievement. A weak positive correlation existed between the effectiveness of the principals' instructional supervisory roles and students' academic achievement. These weak and moderate correlations imply that the students' academic achievement in Nandi North District is also influenced by other factors apart from the instructional supervisory roles, their effectiveness and activities of the principals.

The major challenges faced by principals included lack of finances, in-adequate staffing, high turnover of teachers, interrelationship challenges and unprofessionalism of some teachers. Suggestions were advanced by respondents on how principals can improve instructional supervision in their schools. Principals are to involve teachers in planning and executing of instructional supervisory roles. The Principals were encouraged to initiate income generating projects to subsidize the school fees paid by students and FDSE. In order to address rampant indiscipline, school rules should be enforced and guidance and counseling strengthened. If these practices are implemented it will help principals in carrying out instructional supervisory roles in schools

5.3 Recommendations

Based on the findings of this study, principals should be setting time for instructional supervision in schools because it is one of the roles that influence students' academic achievement positively. Principals should be pro-active in organizing workshops for teachers in the schools and facilitate teachers' attendance of trainings outside the school as guided by the needs of individual teachers and school. The QASO officers should lay emphasis on development and application of technical skills by principals in order to ensure they effectively motivate teachers to respond positively to various instructional activities in their schools.

QASO officials should also ensure principals effectively maximize the protection of instructional time and closely monitor students' academic achievements. In addition, use seminars and workshops to reinforce principals' visits to classrooms, to observe lessons and provide feedback to teachers. Consequently, there is need to inculcate in teachers the new approaches of supervision such as clinical supervision and collegial supervision. The in service of teachers needs to be emphasized in schools such that teachers take initiative to develop themselves and then be supported by their principals. There is also need to ensure that the delegated duties of public secondary school principals to directors of studies and heads of departments are supervised as some may abdicate.

5.4. Suggestions for Further Research

- (i) Challenges facing new strategies of instructional supervision in public secondary schools.
- (ii) The roles of the directors of studies on instructional supervision in public schools.
- (iii) Perceptions of teachers towards principals' instructional supervisory role of staff development.
- (iv) The same studies should be carried out on the influence of supervisory roles of principals on students' academic achievement in other counties.
- (v) Examination of principals' delegation of instructional supervisory duties and students' academic achievement.

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APPENDIX I
QUESTIONNAIRE FOR PRINCIPALS

Dear Respondent,

I am post-graduate student at Catholic University of Eastern Africa. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of master's programme. My study is on instructional supervisory roles of the principals and its influence on student's academic achievement.

I am kindly requesting you to respond honestly to the following questions on the topic. Your participation is completely voluntary and the information you give will be treated with utmost confidentiality and will be used for the study only.

Thank you very much for accepting to take part in this study.

Yours faithfully

Catherine Samoei (Sr.)

The following structured questions concern the demographic information of the principal. Kindly tick (✓) your appropriate answer in the blank spaces provided.

Section A: Demographic Information of Principals

1. Gender

(a) Male () (b) Female ()

2. A bracket of Principals' Age

24 years and below () 25 -29 years () 30 -35 years () 40 ó 49 years ()

50 years and above ()

3. Your Professional Qualifications

(a) Diploma () (b) Bachelor () (c) B.A with PGDE () (d) M. Ed.()

(d) Others (Please Specify) _____

4. Years of administrative experience of Principal:

a) 2 ó 5 year () b) 6 -10 years () c) 11 ó 15 years () d) 16 ó 20 years () e) 21 years

Section B: Instructional Supervisory Roles

The following table contains items about the Principals' instructional Supervisory roles. Please indicate the extent to which you perform them in your school by ticking against the item in the table below. The following key will be useful:

Always = 1 Often = 2 Sometimes =3, Rarely = 4 Never=5

No.	Items		2	3	4	5
1	Orientation of new teaching staff					
2	Curriculum timetabling					
3	Provision of teachers in-service training					
4	Monitoring of students academic progress					
5	Provision of instructional learning materials					

Section C: Principals' Instructional Supervisory Activities

The following statements relate to principals instructional supervisory activities. Read them carefully and tick how often the principal carry them out in your school. The following key will be useful: Always =1 Often=2, Sometimes=3, Rarely=4, Never 5

No	Supervisory Activities	1	2	3	4	5
6	Checking teachers' schemes of work					
7	Checks teachers' record of work					
8	Makes visits to classroom to observe teachers' lessons					
9	Provides feedback after class observation					
10	Protects instructional time by punctuality					

11. Any other supervisory activities that you carry out in your school

Section C: Principals Instructional Supervisory Effectiveness.

The following statements relate to the effectiveness of principals instructional supervisory roles. Show your response by ticking in one of those boxes provided to the right of each statement. You will find the following key useful: **VE**: Very Effective =1 **E**: Effective = 2 **FE**: Fairly Effective 3, **I**: Ineffective = 4, **VI**: Very in effective

	Items	1	2	3	4	5
12	Visits to classrooms to observe teachers lessons					
13	Monitoring of students academic progress					
14	Provision of feedback to teachers after class observation					
15	Protecting instructional time by punctuality					

Section E: Challenges Principals Face in Instructional Supervision in School

16) What instructional supervisory challenges do you face?

- i) _____
- ii) _____
- iii) _____

Section F: How can Principals Instructional Supervision be improved in school.

17) How would instructional supervision be improved in your school?

- i) _____
- ii) _____
- ii) _____

Thank You

APPENDIX II
QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am post-graduate student at Catholic University of Eastern Africa. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of masters programme. My study is on instructional supervisory roles of the principals and its influence on student's academic achievement.

I am kindly requesting you to respond honestly to the following questions Your participation is completely voluntary and the information you give will be treated with utmost confidentiality and will be used for the study only.

Yours faithfully

Catherine Samoei (Sr.)

This first section contains items concerning the background of principals. Please tick (ç) the appropriate answer in the blank spaces provided

Section A: Demographic Information of Teachers

1. Gender

(a) Male () (b) Female ()

2. Teachers Age Bracket

a) 24 years and below () b) 25 -29 year () c) 30 -35 years () d) 40 ó 49 years () 50 years and above ()

3. Your Professional Qualifications

(a) Diploma () (b) Bachelor () (c) B.A with PGDE () (d) M. Ed. ()

(d) Others (Please Specify) _____

4. Years of teaching experience in your current school

a) 3 ó 5 years () b) 6 -10 years ()

c) 11 ó 15 years () d) 16 ó 20 years () e) 21 years ()

Section B: Instructional Supervisory Roles

The following table contains items about the principals instructional supervisory roles. Please indicate the extent to which the principal performs them in your school by ticking against the item in the table below. The following scale will be useful: Always =1 Often=2 Sometimes=3 Rarely =4 Never=5

No.	Items	1	2	3	4	5
1	Orientation of new teaching staff					
2	Curriculum timetabling					
3	Provision of teachers in-service training					
4	Monitoring of students academic progress					
5	Provision of instructional learning materials					

Section C: Principals' Instructional Supervisory Activities

The following statements relate to principals instructional supervision activities. Read them carefully and tick how often the principal carry them out in your school. The following scale will be important Always =1 Often=2 Sometimes=3 Rarely=4 Never=5

No	Supervisory Activities	1	2	3	4	5
6	Checking teachers' schemes of work					
7	Checks teachers' record of work					
8	Makes visits to classroom to observe teachers					
9	Provides feedback after lesson observation					
10	Protects instructions time by observation of punctuality					

11. Any other supervisory activities that you carry out in your school? _____

Section C: Effectiveness of Principals’ Instructional Supervisory Roles

The following statements relate to the effectiveness of principals instructional supervisory roles.

Show your response by ticking in one of those boxes provided to the right of each statement. You

will find the following key useful; **VE:** Very Effective =1 **E:** Effective =2

FE: Fairly Effective =3 **I:** Ineffective = 4 **VI:** Very ineffective =5

No	Items	1	2	3	4	5
12	Visits to classrooms to observe teachers lessons					
13	Monitoring of students academic progress					
14	Feedback of observation of teachers lessons					
15	Protecting instructional time for student by punctuality					

Section E: Challenges Principals Face in Instructional Supervision in School

16) What instructional supervisory challenges do principal in your school face?

i) _____

ii) _____

iii) _____

Section F: How can Principals Instructional Supervision be improved in school.

17) How would instructional supervision be improved in your school?

i) _____

ii) _____

iii) _____

Thank You

APPENDIX III
QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am post-graduate student at Catholic University of Eastern Africa. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of masters programme. My study is on instructional supervisory roles of the principals and its influence on student's academic achievement.

I am kindly requesting you to respond honestly to the following questions Your participation is completely voluntary and the information you give will be treated with utmost confidentiality and will be used for the study only.

Yours faithfully

Catherine Samoei (Sr.)

This first section contains items concerning the background of principals. Please tick (ç) the appropriate answer in the blank spaces provided

Section A: Background Information of Teachers.

Gender (a) Male () (b) Female ()

2. Students Age Bracket

- a) 14 years and below () b) 15-17 years () c) 17-19 years ()
d) 20-22 years () d) 22 years and above ()

3. The years you have been in your current school

- (a) 1 year () (b) 2 years () (c) 3 years () (d) 4 years ()

(d) Others (Please Specify) _____

Section B: Instructional Supervisory Roles

The following table contains items about the Principals instructional Supervisory roles. Please indicate the extent to which your Principal performs them in your school by ticking against the item in the table below. The following scale will be useful: Always=1 Often=2, Sometimes=3, Rarely=4 Never=5 where 1 is the highest score of frequency and 5 is the lowest score of frequency

No.	Items	1	2	3	4	5
1	Sets target performance to students					
2	Ensures Organization of teaching time table					
3	Provides teaching materials					
4	Monitors students academic progress					
5	Encourages teachers observe other teachers					

Section C: Principals' Instructional Supervisory Activities

The following statements relate to principals instructional supervision activities. Read them carefully and tick how often your principal carries them out in your school. You will find the following key useful: Always=1 Often=2 Sometimes=3 Rarely=4 Never=5 where 1 is the highest score of frequency and 5 is the lowest frequency

No	Supervisory Activities	1	2	3	4	5
6	Checks students books					
7	Checks teacher's punctuality					
8	Makes visits to classroom					
9	Observe teaching and learning					
10	Protects instructions time by punctuality					

11. Any other supervisory activities that your principal carry out in your school

Section D: Principals Instructional Supervisory Effectiveness

The following statements relate to the effectiveness of principals instructional supervisory roles. Show your response by ticking in one of those boxes provided to the right of each statement. You will find the following key useful: **VE**: Very Effective=1 **E**: Effective=2 **FE**: Fairly Effective=3 **I**: Ineffective=4 **VI**: Very effective=5 where 1 apply to highest score and 5 is the lowest score

No.	Items	1	2	3	4	5
12	Visits to classrooms					
13	Monitoring of students progress					
14	Observation of teachers lessons					
15	Protecting instructional time					

Section E: Challenges Principals Face in Instructional Supervision in School

16) What instructional supervisory challenges do principal in your school face?

i) _____

ii) _____

iii) _____

Section F: How can Principals Instructional Supervision be improved in school.

17) How would instructional supervision be improved in your school?

i) _____

ii) _____

iii) _____

Thank You

APPENDIX IV

DOCUMENT ANALYSIS GUIDE

With the aid of school authorities the researcher will analyze the documents ask probing questions and make remarks on the following instructional tools then make comments in relation to each item

Item	Available	Not available	Comment
Record of work Regularly updated Regularly checked			
Instructional Materials Provision of course books Provision of exercise books Teachers guide book			
Curriculum Time table Subjects distributed correctly All subjects taught			
Schemes of work Updated regularly Checked by principal			
Lesson Plans Regularly updated Are they used			

APPENDIX V
INTERVIEW GUIDE FOR PRINCIPALS

1. What is your gender? _____
2. What is your age bracket? 24 years and below () 25 -29 years () 30 -35 years ()
40 ó 49 years () 50 years and above ()
3. What is your highest professional qualification? _____
4. How many years have you served as a Principal? _____
5. What instructional Supervisory Roles do you carry out in your school? _____

6. Explain how you induct new teachers in your school? _____
7. How often do you send teachers for in-service courses? _____
8. (a) What teachers' professional documents do you check? _____
(b) How often do you check them? _____
9. (a) How often do you visit classrooms to observe teachers teaching? _____
(b) If yes, do you give them feedback after observation? _____
10. (a) Would you explain the instructional supervisory roles you have found effective. _____
(b) In your opinion do you think that they contribute to students academic performs? _____

11. How is punctuality observed in your school? _____
12. (a) Do you monitor students' academic progress? _____
(b) How do you monitor students academic progress? _____
13. What challenges do you face in carrying out instructional supervision in your school?

14. How would instructional supervision be improved in your school?

APPENDIX VI

INTERVIEW GUIDE FOR QUALITY ASSURANCE AND STANDARDS OFFICER

1. Gender _____
2. What is your age bracket? 24 years and below () 25 -29 years () 30 -35 years () 40 ó 49 years () 50 years and above ()
3. What is your highest professional qualification? _____
4. How many years have you served as a Quality Assurance Standards Officer? _____
- 5 (a) What instructional supervisory roles do principals perform in public secondary schools?

- (b) Do they provide instructional materials to the students? _____
6. Which in-services courses do the principals send teachers to attend? _____
7. (a) In your opinion do the principals check teachers' professional document? _____
- (b) If yes which documents do they check? _____
8. (a) Do the principals visit classrooms to observe teachers lessons? _____
- (b) When they observe their lessons do they give feedback to the teachers? _____
9. Which of the principals' instructional supervisory roles are effective in public secondary schools? _____
10. How often do the principals monitor students' academic progress in their schools? _____

11. In your opinion do the principals protect students' instructional time? _____
- b) If yes how do they protect it? _____
12. What challenges do the principals face in carrying out their instructional supervision? _____

13. How would instructional Supervision be improved in your school? _____

APPENDIX VII

LETTER FROM NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1416**

Date: **1st August 2013**

SR. Catherine Jeptarus Samoei
The Catholic University
Of Eastern Africa
P.O Box 62157-00200
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **30th July, 2013** for authority to carry out research on "*Instructional Supervisory role of Principals and its influence on student's academic achievement in Public Secondary Schools in Nandi North District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nandi North District** for a period ending **31st December, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Nandi North District** before embarking on the research project.

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


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

Copy to:

The District Commissioner
The District Education Officer
Nandi North District.


APPENDIX VIII

RESEARCH CLEARANCE PERM

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/1416
Date of issue 1st August, 2013
Fee received KSH. 1000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Sr. Catherine Jeptarus Samoei
of (Address) Catholic University
Of Eastern Africa
P.O Box 62157-00200, Nairobi.
has been permitted to conduct research in
Location
Nandi North District
Rift Valley Province
on the topic: Instructional Supervisory role
of Principals and its influence on student's
academic achievement in Public Secondary
Schools in Nandi North District, Kenya.
Applicant's Signature
For Secretary
National Council for
Science & Technology
for a period ending: 31st December, 2013.



CONDITIONS

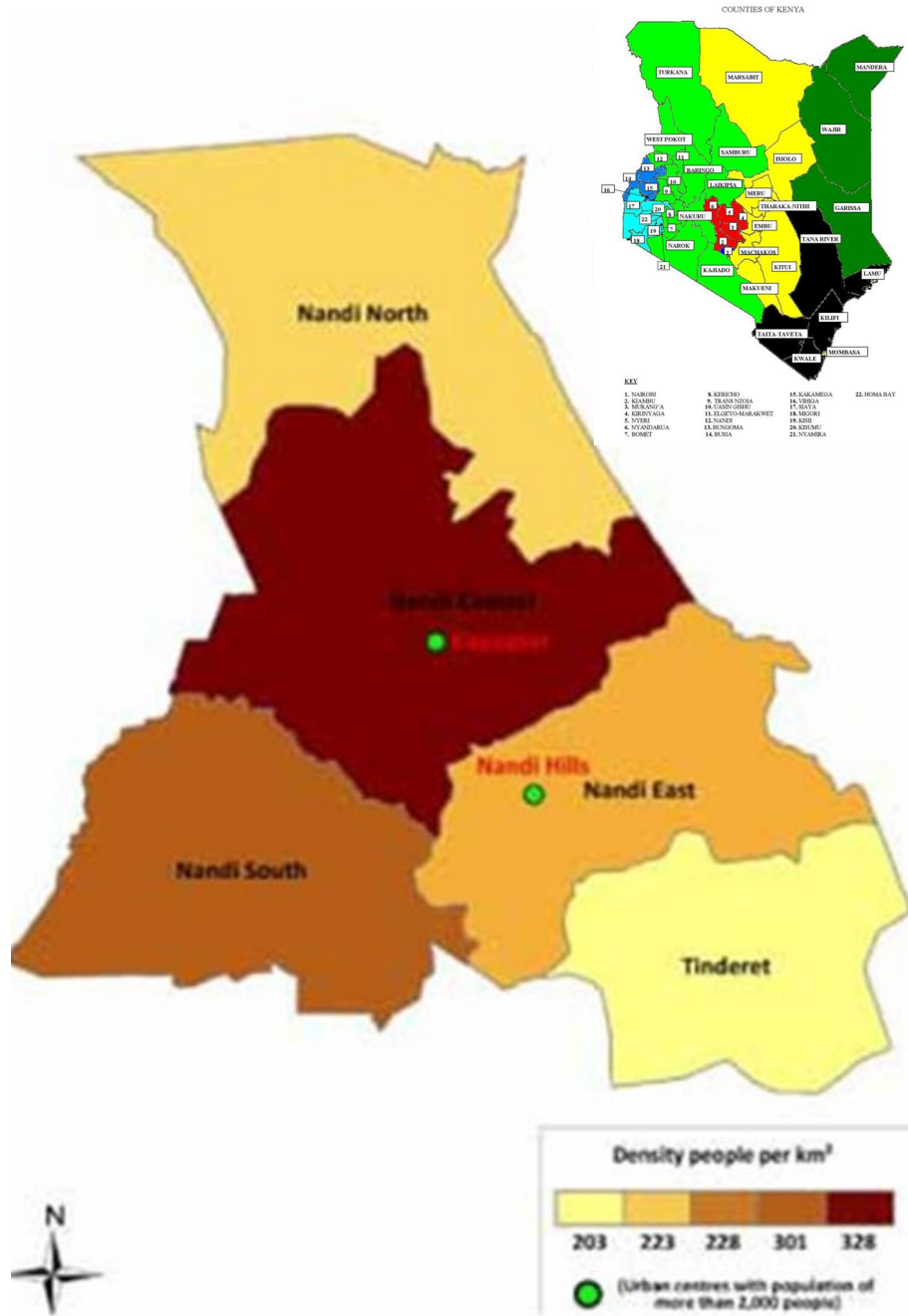
- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK605513m110/2011 (CONDITIONS—see back page)

APPENDIX IX

MAP OF NANDI COUNTY



APPENDIX X

MAP OF NANDI NORTH DISTRICT

