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# PRINCIPALS' INSTRUCTIONAL SUPERVISORY ROLE ON STUDENT ACADEMIC PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN IGEMBE NORTH SUB COUNTY, KENYA

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## DECLARATION

This thesis is my original work and has not been presented elsewhere for a degree or any other award.

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This thesis has been submitted for examination with our approval as the University supervisors.

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## DEDICATION

To my dearest mother, Lucy Njabani Judge and my beloved siblings, with profound gratitude I dedicate this thesis to you all. To my mom, you have been the steadfast pillar of my life, whose boundless love, relentless sacrifice, and unshakable determination have shaped my academic journey from my very first steps in preschool to this remarkable milestone. Your unwavering faith in me, both in moments of triumph and despair, has been my greatest source of strength. Through financial sacrifice, moral guidance, and spiritual intercession, you have illuminated my path, even in the darkest of the moments.

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## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| **CDE** | County Director of Education |
| **CEO** | Chief Executive Officer |
| **EFL** | English as a Foreign Language |
| **GOK** | Government of Kenya |
| **HOD** | Head of Department |
| **KCSE** | Kenya Certificate of Secondary Education |
| **NACOSTI** | National Commission for Science, Technology and Innovation |
| **SCDE** | Sub County Director of Education |
| **SPSS** | Statistical Package for Social Sciences |
| **TSC** | Teachers Service Commission |
| **QASO** | Quality Assurance and Standards Officer |

## OPERATIONAL DEFINITION OF KEY TERMS

| | |
|---|---|
| **Academic performance** | Academic performance in this study refers to the level of achievement of Form Four students as measured by their Kenya Certificate of Secondary Education (KCSE) mean scores. |
| **Perceptions** | Teachers' views and responses to instructional supervision by principals, as well as the value they attribute to it. |
| **Principal** | The chief executive in secondary schools in charge of management and administration of the school. |
| **Principals' supervision** | The professional guidance provided by the principal to teachers through the evaluation of their instructional documents, aimed at enhancing the effectiveness of the instructional process and improving student academic outcomes. |
| **Principals' instructional supervision role** | Principals' instructional supervision role refers to the set of activities undertaken by school principals to guide, support, and monitor teachers with the aim of improving the teaching and learning process. |
| **Professional documents** | Teachers' schemes of work, lesson plan, records of work, class register, studet progress records. |
| **Public secondary schools** | Secondary schools financed by the Government of Kenya. |
| **Supervision** | An administrative task carried out by school principals by overseeing all activities in secondary schools to ensure the systems' objectives and goals are accomplished. |

# ABSTRACT

Students in Igembe North sub-county have consistently lagged behind in academic performance, highlighting a concerning trend that demands urgent attention. Thus, this study examined principals' instructional supervisory role on student academic performance in public secondary schools in Igembe North Sub County, Meru county, Kenya. The study's specific objectives was to: examine principals' instructional supervisory techniques and student academic performance, analyze supervisory factors influencing student academic performance, determine teachers' perceptions toward principals' instructional supervision, and explore constraints faced by the principals when executing the supervisory role. The inquiry was anchored in the Psychological Theory of Supervision and employed a Concurrent triangulation mixed method research design. The target population consisted 31 principals, 427 teachers and 1643 form four students for all 31 public secondary schools in Igembe North. Using purposive sampling, 10 principals were selected, while 128 teachers and 324 Form Four students were sampled through simple random sampling. Data was gathered using questionnaires, interview guides and document analysis guide. Instrument reliability was verified via Cronbach's alpha, with coefficients of 0.84 for teachers' and 0.76 for students' questionnaires. Qualitative data was analyzed thematically and presented via direct quotes. T-test and Anova were utilized to test the hypothesis. Findings from one-sample t-test revealed a statistically significant relationship between principals' instructional supervisory techniques and student academic performance ($p = 0.002, < 0.05$, $p = 0.001, < 0.05$). Notably, the findings established that principals' instructional supervisory role significantly impacted student academic performance. However, most principals were inconsistent in conducting classroom observations and checking teachers' professional records. Results further revealed, that while most teachers perceived instructional supervision as beneficial for professional development, a significant number perceived supervision as authoritarian. Teachers' perceptions remained consistent across demographic characteristics such as gender, age and education level, implying that principals can adopt uniform supervisory strategies across diverse teacher profiles. Several factors were identified as negatively affecting academic performance including chronic absenteeism, insufficient instructional materials, low student entry behavior, drug abuse, delayed syllabus coverage and understaffing. Constraints to effective instructional supervision included limited time, excessive workloads, demanding administrative responsibilities, teacher fatigue, and unfavorable teacher attitudes toward supervision. The research proposes that the Ministry of Education should strengthen policies that mandate regular classroom visits and lesson observations by principals and establish monitoring framework to track execution of instructional supervision strategies in schools. The study further recommends a democratic and developmental supervision model to enhance teachers' confidence, reduce anxiety, and foster a more positive attitude towards classroom observation. The research provides practical guidance for strengthening instructional leadership and improving student achievement.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

The supervision of secondary education in the 21st century has become a critical concern among key stakeholders in the education sector, as the deterioration in educational standards within the national school system is often linked to deficiencies in supervisory effectiveness (Suleiman et al., 2020). School principals and teachers have been blamed for the poor academic performance. However, the overall organizational management of the school plays a major role in shaping students' academic success (Dangara, 2015). Maisyaroh et al. (2021) asserted that instructional supervision is the most effective approach for enhancing teachers' instructional competences. This process involves providing guidance and support to educators to refine the standard of both instructional environment and pedagogical practices, ultimately aiming to optimize student learning outcomes. As stated by Bush and Glover (2021), instructional supervision is widely considered as an essential component in ensuring effective student academic achievement.

Naidoo (2019) argued that the unsatisfactory educational results in public secondary schools can be partially linked to ineffective instructional supervision practices exhibited by many principals. Instructional supervisory procedures need to be adopted to improve learning outcomes. Chiwamba and Kigobe (2022) assert that the absence of effective instructional supervision in secondary schools has a detrimental impact on the education system, leading to a decline in educational quality. If this issue remains unaddressed, improvements in education quality will remain unattainable, despite ongoing investment in education. Supervision highlights teacher's strengths and weaknesses, this improves their pedagogical advancement and student performance (Aldaihani, 2017). It is a crucial administrative function that aids the learning experiences and promotes desirable student learning outcomes. Hoque et al. (2020) argue that the teaching profession and student achievement are inseparable from supervision.

The school principal cannot be separated from the instructional supervision process (Amadi & Udisi, 2021). Instructional supervision targets improving student academic performance. If the principal adequately carries out instructional supervision, student performance in KCSE will inevitably improve (Mutinda, 2016). Excellent students' performance in KCSE is crucial as it influences their careers and placement in tertiary levels of education. As such, it becomes an area of interest to many community stakeholders (Namunga, 2017). Namunga continues to argue that instructional supervision involves the assessment of instructional activities between the instructor and the students, done by the Principal, Deputy Principal, and Heads of Departments. Academic performance can be improved if instructional supervision is enhanced. Ekpoh and Eze (2015) assert that supervision involves offering professional guidance to the teachers to accelerate the attainment of better student academic performance in the classroom. The principal holds a vital position in promoting students academic achievement by systematically supervising instructional practices. Through effective oversight of teaching activities, the principal ensures that the learning environment supports optimal student achievement (Ololo et al., 2024). Instructional supervision helps teachers to update and modify their skills for proper curriculum delivery to improve student learning (Chidi & Akinfolarin, 2017).

To strengthen the quality of student learning outcomes, supervision of teachers is essential as it promotes the attainment of institutional goals. Instructional supervision involves all efforts that need to be supervised regularly. It develops teacher competencies in their job as they directly influence student academic performance (Onuma, 2016). Chimezie and Ezeala (2022) point out that instructional supervision techniques employed by the principal largely influence student performance. There is a need for the principals to consistently supervise instructions through classroom visitation and observation to ensure teaching and learning are effective.

Empirical evidence indicates that effective classroom observations and systematic monitoring of students' academic progress contribute significantly to improved academic performance (Tedla & Kilango, 2022). Classroom supervision enables school leaders to provide timely feedback, support pedagogical improvement, and guarantee that instructional delivery meets the prescribed benchmarks. Furthermore, continuous monitoring of students' academic progress allows for early identification of learning gaps and the implementation of targeted interventions (Manduku et al., 2021). These practices foster a culture of accountability and continuous improvement among educators, leading to better academic results.

Elenwo (2018) affirmed that the implementation of teacher appraisal systems and strict adherence to the scheme of work are critical determinants of students' academic achievement. The study further emphasizes that poor academic performance among students is largely attributable to ineffective instructional supervision practices. School heads serve a vital role in the supervision of curriculum implementation by conducting classroom observations, evaluating student progress, ensuring accessibility of learning materials, and overseeing adherence to the school timetable. As instructional leaders, they systematically monitor teachers' pedagogical records including lesson plans, schemes of work, and records of work covered as well as enforce punctuality and accountability in the execution of teaching responsibilities (Phiri et al., 2018). Instructional supervision is important in enhancing instructional activities in the school and promoting good student academic performance due to the professional guidance that teachers receive from the principal (Hoque et al., 2020). Principals employ approaches such as classroom visits, seminars, workshops, and in-service training to the teachers to enhance teacher professional development. Özdemir (2020) underscored that principals impact student academic performance by regularly conducting classroom observations and overseeing teacher pedagogical approaches.

Principals play a pivotal role in student achievement, with effective principals fulfilling their instructional supervisory roles to achieve desirable student academic outcomes (Grissom et al., 2021). This can be achieved through continuous checking of student notes, assignments and the class register. Principals should establish a strong rapport with students, allowing them to review their exercise books and ensure they are receiving proper instruction (Kituku et al., 2019). Odwar and Thinguri (2023) argued that effective instructional supervision contributes to a school's success by fostering collaboration between the teacher and the supervisor to enhance classroom activities and improve student performance. The principal reviews the teacher's professional records including schemes of work and lesson plans, which serve as essential guides for teaching and learning. These documents outline instructional activities, resources, and evaluation methods to assess the achievement of educational goals (Ampofo et al., 2019).

Student academic performance in KCSE is the main parameter used to assess educational output (Kituku et al., 2019). Xiong et al. (2021) asserted that education and academic success are a central focus for nations worldwide, including China, as high academic achievement serves as a critical pathway to admission into prestigious universities and access to highly competitive employment opportunities. Francisco and Celon (2020) postulated that effective instructional strategies significantly improved student academic outcomes. Engida et al. (2024) further urged that teachers' planning, classroom management and instructional delivery are significant contributors of student success, as such, principals should ensure regular instructional supervision and support teachers to maintain high instructional standards to improve teaching quality, and consequently, improve student outcomes. Aondowase (2021) asserted that one potential cause of subpar academic results is suboptimal and inefficient instructional supervision. Guaranteeing the success and productivity of instructional supervision is crucial at all educational tiers, particularly at the post-primary education, where many career paths are shaped.

Instructional supervision has been emphasized as the fundamental duty of the principals by the Basic Education Act of 2013, which emphasizes the need for the internal supervision of schools (Mejia-Tiamwatt, 2023). The supervisory role of the principal has been defined by the act, stating that the principal is the school's internal supervisor and internal quality assurance officer. The author further stresses that, in spite of the attempt to hold up successful instructional supervision, numerous areas call for awareness for successful instructional supervision. Odwar and Thinguri (2023) argued that many school principals allocated minimal attention to supervisory practices, leading to a gradual decrease in instructional proficiency among teachers, weakened execution of instructional responsibilities, and a corresponding decline in students' learning outcomes. Ampofo et al. (2019) argued that instructors are not successfully executing their assigned duties as anticipated, largely due to the lack of direct instructional supervision by the principals. Berhanu (2024) stated that principals' instructional supervision greatly impacts teachers capabilitiy to deliver effective instruction, as it enhances the quality of instruction. In Ghana, principals allocated inadequate time for instructional supervision of lesson plans and lesson delivery resulting in poor student performance (Ampofo et al., 2019). Instructional supervision by the principal has been connected to student academic performance

(Kituku et al., 2019). Bush and Glover (2021) assert that instructional supervision has consistently been acknowledged as a key factor in fostering effective student academic achievement. Regardless of the significance of instructional supervision, it is not successful in many schools (Kieleko, 2015). Therefore, this study sought to investigate principals' instructional supervision role on student academic performance in public secondary schools in Igembe North Sub County.

In Kenya, extensive research have been performed on the supervisory roles of the school principal and students' academic performance. However, a study on the same is missing in Igembe North Sub County even though it has been facing a trend of recurring unsatisfactory academic results in KCSE in the recent past. Ineffective and inefficient instructional supervision is the major contributor to poor student academic performance (Aondowase, 2021; Ayandoja et al., 2017). As such, this study sought to investigate principals' instructional supervision on student academic performance.

The pursuit of consistent and high quality instruction across different classrooms continues to become an ongoing challenge in Meru county, which is marked by dismal student performance particularly in Igembe North sub-county (Mwiti et al., 2021; Ncororo et al., 2022). Records from Igembe North Sub-County Education Director's Office indicated that between 2017 and 2021, the performance in the KCSE examinations within Igembe North consistently remained below the average grade (3.42). In addition, Kenya Vision 2030 highlights the strategic role of education in developing the human and social capital necessary for sustainable national development (Republic of Kenya, 2019). National trends in KCSE results from 2018 to 2022 revealed an average mean score of 4.436, indicating a pattern of suboptimal academic performance across the country (Ololo et al., 2024). The subpar academic performance, therefore, presents a barrier to learners' competitiveness in both national and global arenas, where strong academic qualifications are increasingly required for progression in education and access to employment opportunities. This trend underscored the need for focused intervention and further investigation in this area. As a result, the sub-county was a suitable study locale due to its continued poor performance in KCSE. Therefore, it was against this background that the research investigated principals' instructional supervisory role on student academic performance in Igembe North Sub County, Kenya.

## 1.2 Statement of the Problem

Students in Igembe North sub-county have consistently lagged behind in academic performance, highlighting a concerning trend that demands urgent attention. While principals are mandated to supervise instructional activities, evidence suggests that they often provide weak oversight, with limited attention to effective classroom support and pedagogical guidance. The minimal prioritization of instructional supervision has contributed to declining teaching standards, yet there is insufficient understanding of how principals' instructional leadership specifically impacts student achievement within this local context. The elimination of instructional supervision is incompatible with the attainment of school established objectives. As the cornerstone of school administration, the principal orchestrates all operational facets, with instructional supervision serving as a pivotal component. Student academic performance is on a downward spiral, even though the principal serves as the institution's internal instructional supervisor. In the recent past, Igembe North Sub County has performed below average (3.42) as presented in Table 1.1. This issue has sparked concern due to the prevailing uncertainty regarding many principals' limited emphasis on instructional supervisory practices. Furthermore, most existing studies have not adequately explored instructional supervision in rural, resource-constrained settings such as Igembe North, leaving a critical gap in localized evidence necessary for informed policy and practice. This study, therefore, sought to investigate the principals' instructional supervisory role on student academic performance in selected public secondary schools in the Igembe North sub-county.

**Table 1. 1:** KCSE Performance Analysis 2017-2021 Igembe North Sub-County

| School | 2017 | 2018 | 2019 | 2020 | 2021 | Overall mean |
|---|---|---|---|---|---|---|
| A | 3.104 | 3.67 | 2.76 | 3.22 | 2.58 | 3.067 |
| B | 2.93 | 2.3 | 2 | 2.42 | 3.11 | 2.552 |
| C | 3.69 | 3 | 2.6 | 2.8 | 2.36 | 2.89 |
| D | 2.64 | 2.08 | 2.764 | 2.692 | 2.913 | 2.618 |
| E | 3.46 | 3.92 | 3.38 | 4.46 | 4.86 | 4.016 |
| F | 4.978 | 3.684 | 3.676 | 6.172 | 4.77 | 4.657 |
| G | 3.166 | 3.35 | 4.37 | 4.563 | 4.43 | 3.976 |
| H | 4.958 | 4.0796 | 4.514 | 6.416 | 5.831 | 5.160 |
| I | 3 | 2.48 | 3.02 | 2.92 | 3.34 | 2.952 |
| J | 2.1 | 2.074 | 2.194 | 2.524 | 2.77 | 2.332 |
| **Total mean** | | | | | | **3.422** |

**Source: Igembe North Sub-County Education Office, (2022)**

### 1.3 General Objective

The study sought to investigate the principals' instructional supervisory role on student academic performance in selected public secondary schools in Igembe North Sub County, Kenya.

### 1.4 Specific Objectives

i. To determine the influence of principals 'instructional supervisory techniques on student academic performance.
ii. To analyze supervisory factors influencing student academic performance.
iii. To examine teachers' perceptions toward principals' instructional supervisory role.
iv. To establish the constraints faced by the principals when executing the instructional supervisory role.

### 1.5 Research Hypotheses

$H_{01}$: There is no statistically significant relationship between principals' instructional supervisory role and student academic performance.

$H_{02}$: There is no significant difference in the mean perception of teachers towards principals' instructional supervisory role when teachers are categorized by gender.

$H_{03}$: There is no significant difference in the mean perception of teachers towards principals' instructional supervisory role when teachers are categorized by age.

$H_{04}$: There is no significant difference in the mean perception of teachers towards principals' instructional supervisory role when teachers are categorized by education background.

### 1.6 Justification of Study

The analysis of KCSE performance from 2017 to 2021 in Igembe North Sub-County (Table 1.1) reveals a concerning trend in students' academic achievement. The overall mean score of 3.42 indicates a generally low performance, with several schools consistently recording mean scores below 3.0. Schools such as B, C, and D have exhibited fluctuating yet predominantly low scores, highlighting persistent challenges in instructional effectiveness.

A notable disparity exists among schools, with some institutions, such as School H (mean score of 5.160) and School F (mean score of 4.657), performing significantly better than others. This variation raises critical questions regarding the factors influencing student achievement, particularly the role of instructional supervision. The steady decline in some schools suggests potential gaps in supervisory practices, which may contribute to diminished teacher effectiveness and, consequently, poor student outcomes.

Given the central role of instructional supervision in shaping instructional quality and learning outcomes, this research sought to explore its impact on academic performance. Understanding the relationship between supervision practices and student achievement provided insights into how school leadership enhances instructional effectiveness, ultimately improving KCSE performance in the sub-county.

## 1.7 Significance of the Study

The study's findings will contribute to a more positive perception of principal supervision among teachers by highlighting its role in fostering professional growth and job satisfaction through the evaluation of professional documentation. This is projected to boost learners' academic success. Additionally, the findings will reinforce adherence to established instructional supervisory practices, by both teachers and principals, ensuring improved accountability and instructional effectiveness.

The study findings will benefit teachers, principals, and students in several ways. Teachers will gain from enhanced professional growth and job satisfaction as supervision is increasingly perceived as supportive rather than fault-finding. This positive perception will encourage collaboration, improve accountability, and provide teachers with clearer guidance, ultimately creating a more conducive working environment.

Principals, on the other hand, will benefit from improved supervisory effectiveness through the adoption of structured and collaborative approaches. This investigation also contributes essential knowledge about principals' instructional supervisory oversight in shaping student academic performance. The findings highlight the direct and positive influence of effective supervision on learning outcomes, emphasizing the need for consistent and structured supervisory practices.

Students stand to benefit most, as improved supervision directly translates into better teaching quality, higher academic achievement, and a more supportive learning environment. By addressing key challenges such as absenteeism, inadequate staffing, and poor infrastructure, the study's insights can help create equitable opportunities for learners, ensuring sustained improvements in both educational experiences and performance outcomes.

Moreover, the study sheds light on teachers' perceptions of instructional supervision, revealing the necessity for principals to adopt a more collaborative and supportive approach. This understanding can help develop professional development programs that enhance supervision effectiveness while maintaining positive teacher engagement.

Finally, the research outlines the constraints encountered by school heads in implementing effective supervision, such as excessive workload and limited time. These insights can inform policy recommendations to streamline administrative responsibilities and create an enabling environment for effective instructional leadership. Overall, the research offers valuable knowledge to education management and policy formulation, offering practical solutions to enhance teaching, learning, and student performance.

### 1.8 Assumptions of the Study

The study operated under the assumption that principals' instructional supervisory role has a significant impact on students' academic performance. It was further assumed that respondents would provide accurate and reliable information essential for the study. Additionally, the study presumed that the KCSE examination serves as an appropriate and standardized measure of learners' learning outcomes. Furthermore, the research assumed a high rate of delocalization among school principals and teachers.

### 1.9 Limitations of the Study

The study was confined to school heads, educators, and students, despite the potential influence of other stakeholders within the school community on students' academic performance. It specifically examined principals' instructional supervisory role, as it is both a critical and complex aspect of school leadership. Additionally, the study focused exclusively on public secondary schools, given their consistent underperformance in KCSE over the years.

### 1.10 Delimitations of the Study

The research focused exclusively on Igembe North Sub-County due to its persistent underperformance in KCSE among public secondary schools over an extended period. The research specifically examined KCSE mean scores, as they serve as the most standardized and reliable metric for assessing student achievement on a national scale.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter presents a review of the literature on principals' instructional supervisory role. The literature was reviewed in line with the study objectives. The chapter also presents the theoretical and conceptual frameworks.

## 2.2 Instructional Supervisory Techniques and Student Academic Performance

Globally, school principals are recognized as pivotal instructional leaders responsible for supervising and guiding teachers to achieve educational goals. Research underscores that principals significantly influence student learning, second only to classroom instruction, by setting directions, managing teaching and learning, and developing organizational structures that support education (Dhuey & Smith, 2018). Principals are key players in influencing the success of the school. The success of the school rests on the shoulders of the school principal (Döş & Savaş, 2015). Instructional supervision is an indispensable role of principals that promotes the success of the students through successful operations in the institution. The principal influences the improvement of instructional activities through instructional supervision and the achievement of the school vision which facilitates the success of the students (Ombonga & Ongaga, 2017).

A study conducted in Mandera county indicated that in numerous public secondary schools, student performance in national examinations has exhibited a consistent decline. Specifically, there has been a steady reduction in the proportion of learners attaining a C+, the minimum university entry requirement, over the period from 2017 to 2021 (Hanshi & Mosomi, 2023). The findings further indicated that school principals were not effective in enhancing students' learning outcomes. The efficacy of supervising teachers' preparation of professional documents and monitoring syllabus coverage was not fully achieved.

Ampofo et al., (2019) examined the influence of school heads' direct supervision on teacher role performance in public senior high schools in Central Region, Ghana. The study used an embedded mixed method design, class prefects, and used questionnaires and interviews for collecting data. The findings revealed that school heads did not inspect teachers' lesson plans, notes, and schemes of work as a result of allocating little time or no time to supervision. The previous study focused on teacher role performance, the current study is imperative as it addressd student academic performance, used a document analysis tool and a concurrent triangulation design. The prior study drew its sample from class prefects, while the present study deliberately targeted Form Four students. While the methodological approaches differed, the two studies converged in finding that school heads paid little attention to teachers' professional documents such as schemes of work and lesson plans.

A study conducted in Mwala Sub-County revealed that principals did not engage in classroom observations to evaluate instructional activities and teaching practices. The decline in academic results stemmed from inadequate supervisory practices of school principals. This deficiency arose from principals remaining confined to their offices rather than actively monitoring and overseeing educational activities within the school environment (Ngui, 2018). The study sampled 86 teachers and 7 principals leaving out students and recommending the use of a wider scope. In contrast, the current study employed a larger and more representative sample, comprising 1643 students, students, 427 teachers, and 31 principals. The researcher adopted this approach to enhance the reliability and validity of the findings, as a larger sample reduces sampling error, increases statistical power, and allows for more accurate generalizations about the population. Additionally, including multiple stakeholders students, teachers, and principals provides a more comprehensive understanding of instructional supervision and its impact on student academic performance.

A study conducted in Ololulunga on instructional supervision and student academic performance used questionnaires and document analysis and was based on primary school context. The research pointed out that classroom visits and observation, checking teachers' professional documents and pupils' notes were infrequently done (Sankale, 2015). Chinedu (2021) assessing the role of supervision of instruction on teachers' effectiveness in Enugu State found that classroom observation and checking teachers' professional documents had a great impact on teacher effectiveness. The study focused on teacher effectiveness using a descriptive survey design and questionnaires only while the ongoing research explores student academic achievement. Huang et al. (2020) opined that principals who regularly engage in classroom observations and actively use instructional time tend to have a high number of students achieving academic success compared to principals who are less involved in instructional activities. Cansoy et al. (2024) added that principals visit classrooms to assess teachers' professional learning needs and create plans to address those needs.

In the Keren sub-zone, Eritrea Yosief (2022) conducted a study in public junior schools to detremine the extent classroom visits influence student academic performance. The study revealed that head teachers in high-performing schools carried out classroom observation practices while school heads underachieving schools did not carry out classroom observation, leading to poor performance. The previous study used junior schools (grades six, seven, and eight) while the current study used form four secondary school students. Rentilei et al. (2022) postulated that classroom observation of lesson delivery is the sole method for a principal to understand the standard of instructions within the school. Rigby et al. (2017) opined that principals' classroom observation and feedback serve as a tool for enhancing instruction by providing teachers with chances to gain new insights related to their instructional approaches.

Muthoni et al. (2020) carried out a research in Embu and Murang'a, revealing that headteachers demonstrated diligence in supervising teachers' schemes of work, lesson plans, student progress records, lesson notes, and syllabus coverage records. Furthermore, the findings indicated a discrepancy between lesson plans and schemes of work, suggesting that educators primarily prepared lesson plans to fulfill supervisory requirements rather than for instructional alignment. Moreover, the findings identified inconsistencies and limited syllabus coverage, highlighting deficiencies in teachers' content delivery. This suggested that teachers prioritized accountability to headteachers and other administrative personnel over comprehensive instructional delivery. Besides, the findings indicated that headteachers' supervision of teachers' professional documents did not have a significant positive impact on students' academic performance.

### 2.3 Supervisory Factors Influencing Student Academic Performance

A literature review by Mkhize et al., (2022) used a sequential explanatory research design to explore school-based factors affecting grade 12 accounting learners in Eswatini, South Africa. The study revealed that irregular checking of learner's work and setting a limited number of tests per term affected their performance in accounting. Questionnaires and semi-structured interviews were used to collect the data. This research conducted in-depth interviews to obtain adequate data aimed at broadening the applicability of the results across similar contexts.

A study in New Zealand evaluated factors affecting students' performance in tertiary education Dalzell et al., (2019). The findings assert that students who attended classes frequently performed better than students who rarely attended classes. The study revealed that class attendance significantly affected student academic performance. Class non-attendance negatively impacts student learning outcomes. The scope of the previous research was too broad for the transferability of the findings since it targeted tertiary-level students. To address this, the current study used secondary school students.

Abdi (2017) investigating institutional factors influencing student performance in Somalia revealed that the qualification and experience of teachers did not have a meaningful impact on student performance. Crawford (2016) established that teachers with limited teaching experience impact student academic performance more positively than senior teachers. The study used student teachers. In investigating the aspect of teacher quality, student perceptions of instructional quality, and student mathematics achievement in Sweden, Toropova et al.,(2019) used fourth and eighth-grade and a cross-sectional survey design. The findings showed that a teaching experience of 19 years positively influenced student performance in Mathematics and later declined. The results also revealed that teachers' knowledge positively relates to student mathematics performance when classroom monitoring is considered. The contradicting study findings and contextual differences made the current study imperative.

Within the Kenyan context, Wekesa (2020) explored human resource planning dynamics and academic performance in upgraded secondary schools. The study findings revealed that secondary schools experienced understaffing resulting in poor performance. Replacement of transferred teachers was not done. Teachers were not adequate to offer instructional guidance to a large number of students in secondary schools. The research failed link understaffing with supervision, the current study bridged the gap by linking understaffing with instructional supervision.

In Jordan, AbuRuz (2015), assessed whether excessive absence from class led to a lower academic performance. The study targeted undergraduate and Master's nursing students in a private university in Amman and used a cross-sectional correlation design. The findings underscored that male students had a higher frequency of class non-attendance than female students. There was a negative correlation between absenteeism and academic performance. While the previous research targeted university undergraduate and graduate students, the current study targeted secondary school students in a different geographical context.

In assessing the challenges of teaching CRE in Nigerian schools and the way forward in the 21st Century, Onovughe and Mordi (2017) postulated that student attitude toward learning CRE, lack of adequate instructional resources, underqualified teachers, and auxiliary teachers posed a challenge. The study failed to expose the methodology and the sample size used. This investigation clearly defined the sample and the research design. Osokoya (2018) postulates that teaching materials develop problem-solving abilities essential for students' academic achievement.

Shukia (2021) postulated that following the implementation of free secondary education policy, many parents became less engaged in school meetings regarding their children's academic progress and reduced their contributions towards student meals, educational materials such as textbooks, exercise books and medical expenses. These misinterpretations are perceived as potential risks to sustaining effective parent-teacher and school accountability relationships, which are essential for ensuring the provision of quality education.

Arumuru and David (2024) also contend that abundant teaching resources accommodate various learning styles, promote critical thinking, stimulate active participation, and connect theoretical knowledge with practical application. Simonson et al. (2019) argued that student academic performance is closely tied to the availability and utilization of instructional resources, including textbooks, digital materials, well-equipped laboratories, and various technologies. These instructional materials are crucial for effective teaching and enhanced learning experiences, comprising both physical and digital components.

Mbawala and Hermanto (2023) asserted that the implementation of free secondary education policy led to a significant increase in student enrollment in schools. As a result, schools encountered insufficiency of curriculum support materials necessary to accomondate the growing learner population, which inturn hindered the principals' ability to effectively conduct instructional supervision. Charles and Mkulu (2020) postulated that the surge in student enrollment has adversely impacted the quality of learning. Overcrowded classrooms have resulted in increased noise levels, diminished classroom management, excessive teacher workload, and the necessity for students to share textbooks, further hindering the learning process.

### 2.4 Teachers' Perceptions Toward Principals' Instructional Supervisory Role

Teachers perceive instructional supervision as an intrusive evaluation. Some teachers demonstrate resistance to supervision and at times disregard their supervisors' efforts to conduct classroom observations aimed at assessing the teaching and learning process (Mbawala & Hermanto, 2023). This phenomenon was substantiated by the study conducted in Lindi region by Chiwamba and Kigobe (2022), which revealed that educators exhibited resistance to supervisory interventions. Notably, some deliberately evaded their scheduled instructional sessions during supervisory observations driven by their perceptions that such evaluations were primarily intended to identify deficiencies in their performance.

A study conducted in Malaysia, Kuala Lumpur to investigate the relationship between supervision and teachers' performance and attitude showed that supervision and teachers' performance and attitude were moderate at secondary school level. Teachers' attitude toward supervision was moderate (Hoque et al., 2020). The study used a purely quantitative design and used teachers and supervisors. This research employed both quantitative and qualitative approaches to supplement the findings from a quantitative approach and include the students. The previous research was conducted in Asia while the current inquiry was conducted in Africa specifically in Kenya, a developing country.

In Turkey, Merç (2015) investigated the potential of classroom observation: teachers' perceptions, sentiments, and readiness for action. The study results demonstrated that Turkish educators perceived classroom observation positively. The previous study responded to online questionnaires while the current study involved face-face administration of the questionnaires and interview guides to capture other non-verbal cues.

On assessment of instructional practices in Efutu Circuit, Cape Coast, Metropolis, Mensah et al. (2019) employed a descriptive research design and questionnaires only. The study results pointed out that teachers demonstrated a negative attitude toward supervision. This perception was a result of carrying out supervision only when there was a need. Teachers perceived instructional supervision as more of looking for error, authoritative, and inspection. To triangulate the study findings, the current study used a mixed method, both quantitative and qualitative approaches.

In examining practices of instructional supervision in government preparatory schools of Oromia Regional State, Mohammedsiraj (2015) sampled 6 principals, 6 vice principals, 6 cluster supervisors, and 6 supervision coordinators. The findings showed that teachers perceived supervision as ineffective and more of fault-finding. The inquiry utilized descriptive research approach. This study utilized a cross-sectional survey and phenomenology to supplement the contradicting findings.

Moiinvaziri and Shatery (2022) examining how Iranian EFL teachers perceived preparing lesson plan, employed a purely quantitative research design. The study used questionnaires only and used EFL teachers only working in secondary schools and tertiary institutions. The study findings concluded that teachers had a moderate attitude toward lesson planning while some teachers never prepared lesson plans before class attendance. The study results also reveled that considering teachers' demographic attributes, lesson planning did not differ.

### 2.5 Supervisory Constraints Faced by the School Principal

Educational supervision is a specialized professional activity that encounters various challenges at all administrative levels (Suleiman et al., 2020). These challenges have notable effects on the overall process of delivering holistic education. A study in Western Asia, Al-Kiyumi and Hammad (2020) examined the Sultanate of Oman to look at the views of teacher supervisors on their preparation for educational change. The findings established that instructional supervisors considered their preparation to be inappropriate. The investigation used a qualitative design with semi-structured interviews as data collection tools. The previous research was undertaken in an Asian context whereas the current study was undertaken in African context to compare the findings.

A purely quantitative study conducted in Kubang Pasu District, Kedah to examine teachers' attitudes found that the technical skills and knowledge of the supervisor influence the teachers' attitude towards supervision (Khun-Inkeeree et al., 2019). The study used only questionnaires while the current study utilized in-depth interviews, a qualitative approach to enrich the existing scholarly work. The previous study was carried out in Malaysia, a developed country, while the current study was conducted in a developing country to compare the study findings.

Ateb, Atsu, and Atah (2021) asserted that certain school principals exhibited incompetence and lacked essential interpersonal skills necessary for effective supervision, ultimately resulting in inefficiencies in the supervisory process. Atieno (2019) conducted a study indicating that principals demonstrated a lack of knowledge in effectively carrying out instructional supervision. Mohammedsiraj (2015) conducted a study in Oromia Regional State, which revealed that the implementation of instructional supervision was hindered by a shortage of trained personnel. The reviewed literature from Nigeria, Kenya, and Ethiopia employed a descriptive research survey design and did not include students.

In examining the place of instructional supervision in enhancing teacher effectiveness, Aja and Eze (2017) pointed out that the head teachers did not give teachers opportunities for in-service training. There were inadequately trained supervisors with the needed logistics to conduct supervision. The study used head teachers and teachers only with a descriptive research design. The previous study used questionnaires only to collect data and used primary school context. The current studywas conducted in a secondary school context.

Teachers' low commitment hinders the effort of the principal to ensure all school daily routine programs are implemented that provides students' conducive learning environment. Teachers' low commitment results in persistent absenteeism, irregular classroom attendance, inability to keep an eye on student progress, and violation of school rules (Amei, Piliyesi & Anyona, 2020).

Ombonga and Ongaga (2017) while examining how principals in Kenya and North Carolina utilize their time in instructional leadership found out that principals devoted minimal time in instructional supervision as opposed to other administrative duties. Traditional roles of principals deprived them of adequate time for instructional supervision. The study conducted an online survey and used principals only. The current study administered face-to-face questionnaires, and in-depth interviews to supplement the findings.

### 2.6 Theoretical Review

The inquiry was grounded in the Psychological theory of supervision by Planturroot. The theory likens the school to an organization composed of a group of individuals, with one person appointed as the supervisor overseeing the activities of the entire organization. The theory postulates that for an effective organization, an individual within the organization should supervise the transition processes. In a school setting, the principal is the instructional supervisor designated by the Teachers Service Commission (TSC) to oversee the education processes.

Planturroot postulates that guided by the philosophies of essentialism, experimentalism, and existentialism, the principal is responsible for fostering school development and enhancing classroom instruction. The principal is the instructional overseer who utilizes the essentialist philosophy to support individual teachers in advancing their instructional practices. Essentialism is relevant to supervision because it focuses on the principal as the key figure who imparts fundamental truths about teaching and learning to educators. The principal utilizes the philosophy of experimentalism in supervision by engaging teachers in the design and implementation of supervisory strategies. Consequently, supervision becomes developmental as it engages teachers in collective action. This encourages a collegial approach to supervision, promoting teamwork between the principal and the teachers to explore the essential instructional practices together. Although this ideology has contributed to bridging the deficiency in collective approaches and instructor participation in instructional supervision, it overlooks the non-directive technique to supervision, as seen in existentialism.

Existentialism is a philosophical approach that emerged as a rejection of essentialism and experimentalism. The proponents contend that essentialism and experimentalism fail to fully acknowledge the distinct concerns of each individual. Humans possess complete freedom, unbound by the influence of others or the constraints of changing times. Existentialists argue that humans possess inherent freedom and are not influenced by external forces. When implementing existentialism in supervision, the personal preferences of each instructor are honored. With this strategy, the principal creates an atmosphere that enables the instructor to discover their own somatic and cognitive potentials. The principal must recognize that knowledge acquisition is individualized, learner-driven, and involves significant individual interaction with the instructor. Therefore, the principal adopts a non-directive knowledge approach, listening to staff and offering assistance when necessary. The theory is relevant to this inquiry because the principal serves as the school's internal instructional supervisor and oversees teachers' performances in the school. Additionally, the organization is compared to the school that consists of educators, support staff and administrators who collaborate as distinct systems to achieve the schools' objectives. The principal orchestrates the school's activities through the instructional practices, overseeing the processes that drive progress within the institution. The theory advocates for coordinating the school systems through instructional supervision to achieve established goals that is improved student academic achievement.

## 2.7 Conceptual Framework

The conceptual framework is a diagrammatic illustration of how independent variables and dependent variables relate (Kombo & Tromp, 2006). It also shows intervening variables that stands between the predictor and the dependent variable. The principals' instructional supervisory role is an independent variable measurable by vetting of teachers' professional documents, assessing teacher's perceptions towards the principals' instructional supervision role, analyzing instructional factors influencing student performance and exploring constraints encountered by the principals when executing the instructional supervisory role. Student academic performance in KCSE is the dependent variable measured by the school mean scores for a period of 5 years. Teachers' morale, student's mindset, MOE and TSC policies are the intervening variables.

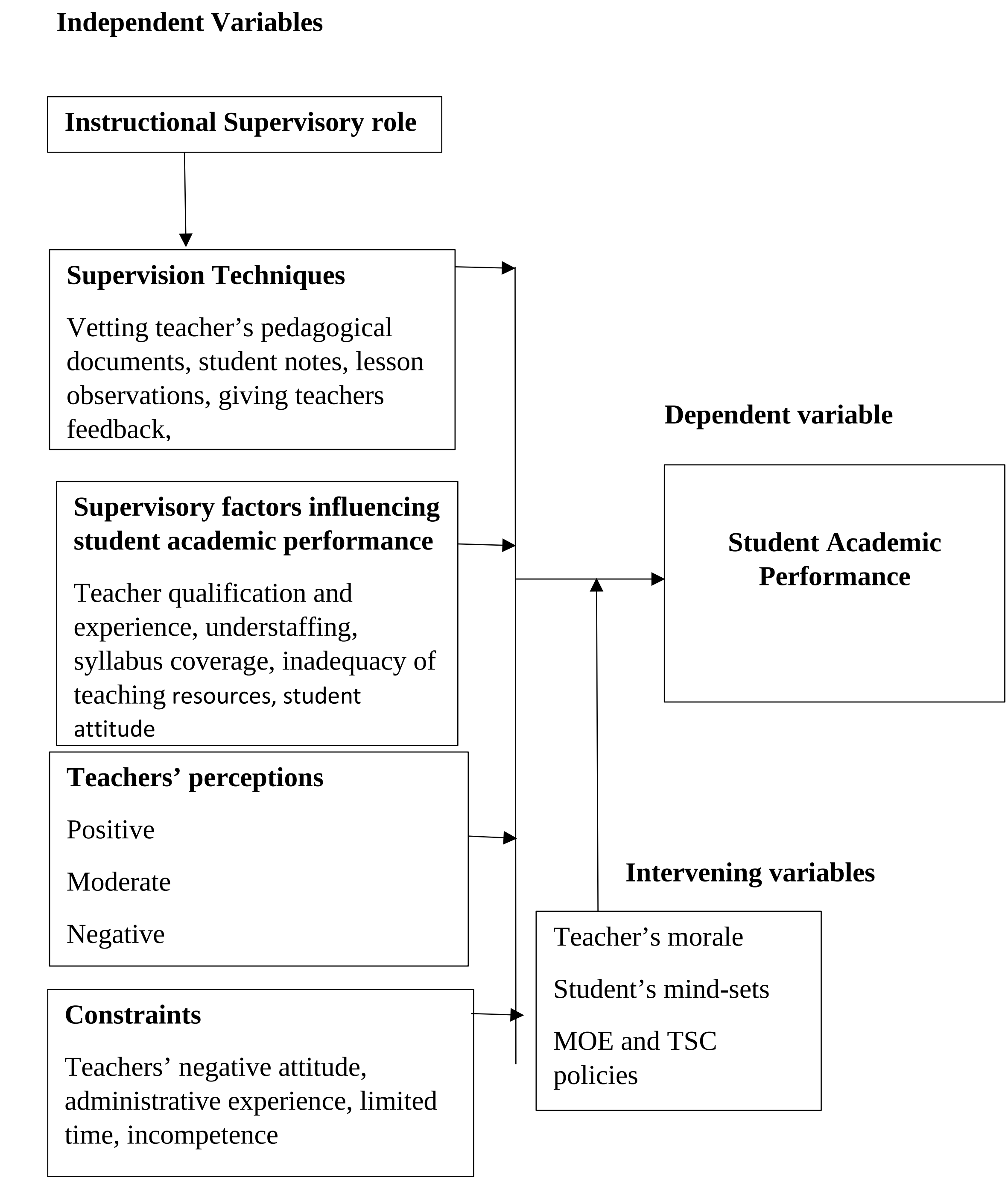


**Figure 2. 1:** Conceptual Framework

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presents research tools and strategies that were utilized in conducting the research. It comprises the research design, study area, target population, sampling and data collecting instruments, reliability and validity test, data collection procedures, data analysis, and ethical consideration.

## 3.2 Research Design

Research design is the roadmap or a blueprint of the study, and procedure of inquiry (Creswell & Creswell, 2017). The study adopted concurrent triangulation mixed method design. The design enabled the researcher to use both qualitative and quantitative methods concurrently and analyze the data at the same time. Creswell and Creswell (2017) postulated that mixed method approach aims at corroborating and triangulating the study results. The quantitative paradigm used a cross-sectional survey design. The design enhanced gathering of information through participants' self-reporting (Donkoh & Baffoe, 2018). The qualitative paradigm employed a phenomenological approach which allowed the researcher to conduct in-depth interviews.

## 3.3 Study Area

The study was conducted in Meru County, Igembe North Sub-county. The study area comprised 5 wards, Naathu, Amwathi, Antubetwe Kiongo, Ntunene, and Antuambui (*Meru County Integrated Development Plan*, 2022). The Sub-county was a suitable study area due to its continued poor performance of public secondary schools in KCSE over many years (Mwiti et al., 2021). The target population for this study comprised 31 principals, 427 teachers and 1643 Form Four students. Principals were included because of their central role in instructional supervision, teachers because they directly experience and respond to supervisory practices, and Form Four students because they represent the culminating stage of secondary education where the effect of instructional supervision on academic performance is most observable.

## 3.4 Sampling Techniques

The sub-county was purposively selected due to its continued poor performance in the recent past (Mwiti et al., 2021). Purposive sampling was also used to sample principals who had presented students for KCSE for a continuous period of 5 years (2017-2021) . Simple random sampling was used to sample form four students and teachers to give them equal chances of participation. Form four students had a longer stay in the school and had a better understanding of instructional supervision compared to form one, two, and form three students. Stratified sampling was employed to sample schools, day secondary schools, and boarding secondary schools.

### 3.5 Sample Procedure

Creswell and Creswell (2017) suggest that a sample size of 10–30% is sufficient to represent items in a large population, 30% of the principals and teachers sample was adopted, resulting in a selection of 10 principals and 128 teachers from the total population of 31 principals and 427 teachers. A sample of 324 form four students was drawn from the total population of 1643 students using Slovins formula (Dionco-Adetayo, 2011).

$$n = \frac{\mathrm{N}}{1 + \mathrm{N}(\mathrm{e})^2}$$

To sample the number of students to take part in the study per school, the formula below was utilized,

$$\frac{\mathrm{b}}{1683} \times 324$$

Where b is the number of Form four students per school, 1683 is the target population, and 324 is the sample size. Simple random sampling was sufficient for selecting student respondents from the previously extracted sample. To account for the possibility of some students not responding to the questionnaires, the researcher opted for a larger sample size to minimize sampling errors (Noori, 2021).

### 3.6 Data Collection Instruments

The study used both quantitative and qualitative research instruments to collect data given that the study employed a triangulation mixed method design. The study used questionnaires, an interview guide, and a document analysis to collect data from the participants. The interview guide for the principal had 5 items on the demographic data of the principal participant and 8 items on instructional supervision. A teacher questionnaire was divided into 5 sections, section A with background information, B with forms of instructional practices, C with instructional factors influencing student performance, D with teachers' perceptions towards instructional supervision, and Section E with constraints faced by the principals in executing instructional supervision. A student questionnaire comprised 3 sections. The document analysis guide collected data on records of teachers' professional documents and past KCSE mean scores for the past 5 years (2017-2021). Data from document analysis were corroborated with data gathered from interviews and questionnaires.

### 3.7 Reliability of Research Instruments

Reliability is the test of the degree of consistency between measures of the same kind (Creswell, 2014). To ascertain the reliability of the tools Cronbach's alpha coefficient and split half approach was computed given that a single administration of the tools was required to generate a quantitative estimate of internal consistency (Sekaran & Bougie, 2016). To ascertain the reliability and validity of the tools, a pilot study was done in two public secondary schools in Igembe Central Sub-county. The sub-county chosen for the pilot study was not considered in the final study sample. According to Perneger et al. (2015) , a pilot study should comprise 10% of the total sample. Consequently, this study adopted 10% of the total sample, as recommended by (Blatch-Jones et al., 2018). Thirty three questionnaires for students, thirteen questionnaires for teachers and one interview for the principal were administered. In split half, the first half had reliability of 0.67, and the second half 0.71. The Spearman-Brown prophecy formula wa used to convert halt-test reliability to full test reliability. The full reliability test for the teacher questionnaire was completed at 0.84 (Guttman split-half). The reliability test for student questionnaire yielded an overall Cronbach's Alpha coefficient of 0.76 (see Appendix 7).

### 3.8 Validity of Research Instruments

Subject matter experts from the Department of Education and an external specialist from Department of Educational Administration and Planning validated the questionnaires and interview guide, both face and content validity. Content validity reflects the extent to which a tool adequately covers the subject matter it is meant to evaluate (Creswell, 2014). Content validity helped the researcher to collect valid data in line with objectives. Based on the judgement of the subject matter experts, face and content validity were assured. The experts gave comments on the lucidity of the questions, ambiguity of some items and repetition of some questions. Grounded in the comments of the experts, repeated items in the interview guide were discarded, others were clarified. The reflections from subject matter experts improved the research tools before the actual study.

### 3.9 Data Collection Procedures

The researcher obtained ethical clearance from the Board of Postgraduate Studies (BPS) at the University of Embu and secured a research license from the National Commission for Science, Technology, and Innovation (NACOSTI) under reference number NACOSTI/P/24/32468. Additional authorization to access secondary schools was issued by the County Director of Education, Meru county, as per protocol reference MRU/C/EDU/11/1/305. Preliminary visits were made to the selected schools, during which the researcher formally introduced the study to principals, teachers, and students, outlining its objectives and relevance. Data collection involved conducting structured interviews with school principals and administering standardized questionnaires to teachers and students. The researcher personally distributed and retrieved all questionnaires within a one-week period to ensure timely and complete data acquisition.

### 3.10 Data Analysis Procedure

The study utilized both qualitative and quantitative data. Quantitative data were analyzed using descriptive and inferential statistical procedures while qualitative data were manually coded and themes were derived. The researcher read the interview notes multiple times to familiarize with the data, open coded, edited and paraphrased the qualitative data into themes and sub-themes. The researcher analyzed the qualitative data through thematic coding, and presented the findings as themes supported by direct participant quotes (Creswell, 2014).

Data were integrated during the analysis phase given that the study employed a concurrent triangulation research method. During the analysis phase, the quantitative and qualitative findings were triangulated to form a unified interpretation. Qualitative data from the open-ended questions in the questionnaires were coded into themes and, where appropriate, quantified through frequency counts. This process allowed integration with the quantitative results for more comprehensive conclusions (Creswell & Creswell, 2017).

Statistical Package for the Social Sciences (SPSS) version 25 was employed to perform descriptive and inferential statistical analysis for quantitative data. Descriptive statistics such as means, percentages and frequencies along with inferential statistics including independent sample *t*- test, one-sample *t*-test, and Anova were employed to analyze the quantitative data. Descriptive findings were presented as means, frequencies, tables, pie charts, and percentages. One sample *t*-test was utilized to examine the influence of principals' instructional supervisory techniques on student academic performance. To assess teachers' perceptions towards principals' instructional supervisory role, an independent sample *t*-test was appropriate for testing the hypothesis on teachers' perceptions by gender, since the variable was dichotomous. Conversely, ANOVA was appropriate for testing the hypotheses on teachers' perceptions when categorized by age and educational background, since these variables were polychotomous in nature. The inferential findings were tabulated.

### 3.11 Ethical Consideration

The study received formal approval through an authorization letter from the Board of Postgraduate Studies at the University of Embu, permitting the commencement of data collection activities. A research clearance was subsequently secured from the National Commission for Science, Technology, and Innovation (NACOSTI), under license number NACOSTI/P/24/32468. In adherence to national research protocols, additional clearance was sought from the Ministry of Education, State Department of Early Learning and Basic Education, culminating in an official authorization from the Meru County Director of Education, issued under reference number MRU/C/EDU/11/1/305. Prior to data collection, formal permission was requested from the principals of the selected schools through introductory letters. Informed consent was obtained from all participants through signed consent forms (see Appendix V), ensuring that participation was entirely voluntary. To uphold ethical standards of confidentiality and anonymity, pseudonyms were assigned to participants, thereby safeguarding their identities throughout the research process.

# CHAPTER FOUR

# RESULTS,  INTERPRETATION AND DISCUSSION

## 4.1 Introduction

This chapter begins with a description of the questionnaire response rate, demographic characteristics of the study respondents and research outcomes consistent with the objectives.

A total of 324 questionnaires were distributed to form four students; 323 questionnaires were dully filled out and returned, indicating a 99% response rate. One hundred questionnaires out of one hundred and twenty eight questionnaires that were administered to the teachers were correctly filled and returned, indicating a 78% return rate. The researcher distributed the questionnaires in person and gave the respondents an ample time to complete the questionnaires, this led to the high return rate. Yosief (2022) note that a response rate of 70% or higher is considered excellent. In this study, the achieved response rate met this threshold, making it suitable for analysis.

The researcher carried out comprehensive interviews with the school principals. Of the ten interviews, eight interviews were conducted successfully. To ensure anonymity and confidentiality of the principal interviewees, the researcher assigned them imaginary codes by giving them pseudonyms. The codes denoted the school type, gender of the principals and the number of interview conducted, for instance, BB/M/02/10, indicating Boys' Boarding, Male principal and second interview out of 10 interviews.

## 4.2 Demographic Information

This study outlines the demographic profiles of teachers, students and principal participants. The study focused on identifying the gender, age, highest education qualification, and teaching experience of teachers who took part in the study. The demographic information of the educators was used for testing the hypotheses during data analysis.

### 4.2.1 Gender of the Teachers

The study sought to establish the gender distribution of the teachers who participated in the study. The gender composition was important in facilitating comparison of teachers' perceptions towards principals' instructional supervisory roles across male and female respondents. The findings are presented Figure 4.1 below.

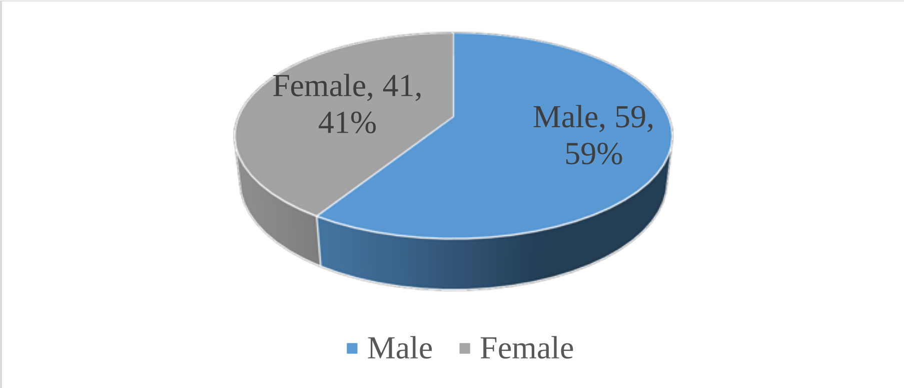


**Figure 4. 1:** Teachers' gender distribution

Figure 4.1 above depicts that the gender distribution of participating teachers showed 59% male and 41% female representation. The study shows that there were more male teachers than female teachers in Igembe North Sub County. The findings are in support of Mwiti et al.(2021) who observed a higher proportion of male teachers (56%) than the female teachers (44 %) in Igembe North Sub County. This reflects a gender imbalance in the teaching workforce within the study area, suggesting that teaching, particularly in the schools studied, is still male-dominated. The difference in representation is important because gender may influence how teachers perceive principals' instructional supervisory roles.

### 4.2.2 Teachers' Education Qualification

The study sought to determine teachers' highest education qualifications. Findings from Figure 4.2 below show the distribution of teachers by education qualification.

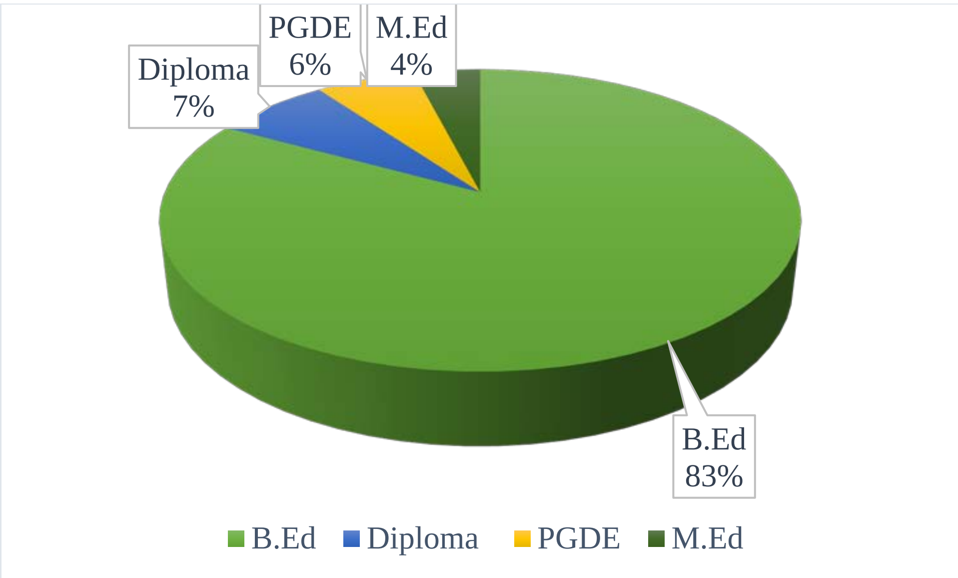


**Figure 4. 2:** Distribution of teachers by education qualification

As shown in Figure 4.2, most of the teachers (83%) possessed a bachelor's degree in education. A smaller proportion held a diploma (7%), followed by 6% with a Postgraduate Diploma in Education (PGDE), and 4% with a master's degree. The study findings align with Alanazi (2019), who argues that, according to TSC , a diploma from an accredited university is the minimum qualification required for secondary school teachers. Consequently, teachers in Igembe North Sub County had attained the TSC requirement for teaching in secondary schools. This distribution enhanced the reliability of teachers' responses on issues related to instructional supervision, given that they are well grounded in educational theory and practice.

### 4.2.3 Teachers' Teaching Experience

The research aimed to assess the professional experience of the participating teachers. The summarized findings are shown in Table 4.1.

**Table 4. 1:** Teaching Experience In Years

| Teaching experience in Years | % |
|---|---|
| Less than 5 | 52 |
| 6-10 | 34 |
| 11-15 | 8 |
| 16-20 | 3 |
| Above 20 | 3 |

Table 4.1 highlights that a significant portion (52%) of the teachers had less than five years of teaching experience. Additionally, 34% had between 6 to 10 years of experience, while 8% had taught for 11 to 15 years. Only 3% of the teachers had teaching experience ranging from 16 to 20 years, and another 3% had over 20 years of experience. These results suggest that most of the teachers were relatively early in their careers and, therefore, likely to benefit from enhanced instructional supervision.

### 4.2.4 Age of the Teachers

Table 4.2 below presents the age distribution of the teachers who participated in the study.

**Table 4. 2:** Age of the Teachers

| Age group | Frequency | % |
|---|---|---|
| 20-25 years | 13 | 13 |
| 26-30 years | 35 | 35 |
| 31-35 years | 34 | 34 |
| 36-40 years | 8 | 8 |
| Above 41 years | 10 | 10 |
| **Total** | **100** | **100** |

Table 4.2 presents the age distribution of the teachers, indicating that 13% were between 20 and 25 years old. The largest proportion, 35%, were aged between 26 and 30 years, followed closely by 34% in the 31 to 35-year age group. Only 8% were aged between 36 and 40 years, while 10% were above 41 years. The data suggest that most teachers were relatively young, which implied a high level of energy and capacity to

perform their professional responsibilities effectively. Age as a discrete characteristic has been shown to influence teacher job performance (Mwiti et al., 2021).

### 4.2.5 Gender of the Students

The study sought to determine the gender distribution of the students who participated in the study. The findings are shown on Figure 4.3 below.

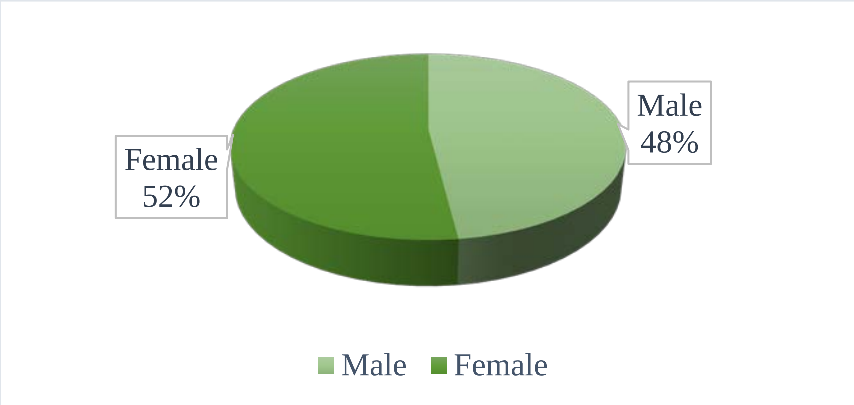


**Figure 4. 3:** Gender distribution of the students

According to Figure 4.3, 52% of the students who took part in the study were female, while 48% were male. These findings indicate a higher representation of female students compared to their male counterparts in Igembe North sub-county. This gender distribution correspond to the results of Nzomo et al. (2023) who found out that 56% of the students were female and 44% were male in secondary schools within Meru South Sub County.

### 4.2.6 Students' Age

The research aimed to determine the age distribution of the student participants. The findings are presented in Table 4.3.

**Table 4. 3:** Students' Age

| Age group | Frequency | % |
|---|---|---|
| 12-15 years | 3 | 0.9 |
| 16-20 years | 313 | 96.9 |
| Above 20 years | 7 | 2.2 |
| Total | 323 | 100.0 |

As illustrated in Table 4.3, the majority of students (96.9%) were within the 16 to 20-year age bracket. A minimal proportion (0.9%) fell within the 12 to 15 year age range, while 2.2% were aged above 20 years.

#### 4.2.7 Students' School Type

The researcher obtained information about the students' school type. The results of the study are shown in Figure 4.4 below.

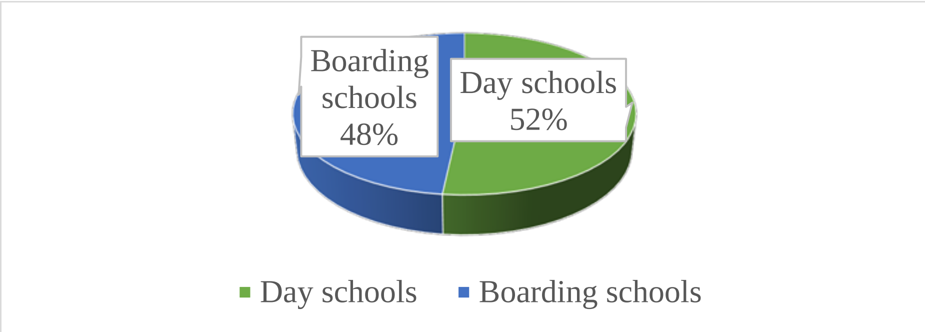


**Figure 4. 4:** Representation of students' school type in percentage

According to Figure 4.4 , the majority of the students (52%) who participated in the inquiry were enrolled in day secondary schools while the remaining 48% were students from boarding secondary schools.

#### 4.2.8 Demographic Characteristics of the Principals

The research aimed to examine the demographic data of the principal participants. During the data collection period, eight out of ten scheduled interviews were successfully conducted. The results detailing the demographic characteristics are illustrated in Table 4.4.

**Table 4. 4:** Demographic Profiles of the Principals

| Item | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 7 | 87.5 |
| Female | 1 | 12.5 |
| **Total** | **8** | **100.0** |
| **Age** | | |
| 31-40 years | 1 | 12.5 |
| Above 40 years | 7 | 87.5 |
| **Total** | **8** | **100** |
| **Years of experience** | | |
| 1-5 years | 3 | 37.5 |
| 6-10 years | 3 | 37.5 |
| 11-15 years | 1 | 12.5 |
| 16-20 years | 1 | 12.5 |
| **Total** | **8** | **100.0** |
| **Higher leve of education** | | |
| B.Ed. | 5 | 62.5 |
| Masters | 3 | 37..5 |
| **Total** | **8** | **100.0** |

The analysis found that male principals 87.5% were more than their female counterparts 12.5%. This revealed an absence of gender parity in the administrative position in the location of the study. This gender disparity was further intensified by the teachers' results, with more male teacher participants than female teacher participants. The findings indicate gender imbalance in the teacher and the principal job allocation. The results are in consonance with the results by Juma et al. (2023) that in Rangwe Sub County there were 81.6% male principals and 18.4% female principals. The study findings further concurred with Mugambi (2015) that in Tigania West Sub County majority 60% of the principals were male while 40% were female principals. The findings suggest that gender imbalance persist in school leadership positions across Kenya. Akala (2019) elucidated that the persistent gender imbalance among teachers and school principals in Kenya is intensified by the disjunction between policy frameworks and the actual lived experiences of women. This unresolved gap undermines the effectiveness of gender equity initiatives and perpetuates structural inequalities within the education sector.

According to the results in Table 4.4, the findings portrayed that the majority (87.5%) of the interviewees were above 40 years of age while the minority (12.5%) was aged between 31 to 40 years. The study results concur with findings by Juma et al. (2023) that in Rangwe Sub County majority 97.4% of the principals involved in the study were aged above 40 years and 2.6% were aged between 31 to 40 years.

The study further aimed to determine the highest level of education of the secondary school principals. The results portrayed in Table 4.4, revealed that 62.5% of the principals were holders of Bachelor of Education (B.Ed degree) while 37.5% were holders of Masters of Education (M.Ed degree). The study findings concurred with Juma et al. (2023) whose findings portrayed that 76.3% of the principals were holders of B.Ed degrees while 23.7% were holders of Masters in education degrees. The findings portrayed that in Igembe North Sub County, the majority of the principals were holders of Bachelor's degrees in education.

The study results portrayed in Table 4.5, indicate that 75% of the principals involved in the study were in an administrative position for 1 to 10 years while 25% had an administrative experience of above 10 years. The findings revealed that all the interviewees had the administrative experience needed and were able to offer informed input on instructional supervision and student academic performance. During an interview, one of the principals referring to administrative experience, said that:

> “I have a wealth of experience as a school principal for 11 years and have served as a deputy principal for a long time, as such, I have expertise in the supervision of curriculum implementation. (DS/M/08/10).

### 4.2.9 Training in Administration and Management for Principals

The study sought to investigate the levels of training of secondary school principals. The findings are portrayed in Figure 4.5.

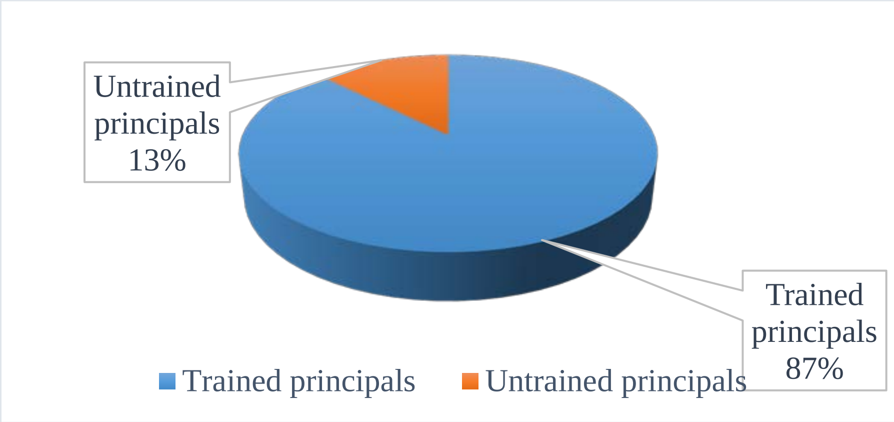


**Figure 4. 5:** Training levels of principals on administration and management

According to Figure 4.5, 87 % of the principals had been trained in administration and management short courses through Kenya Education Management Institute (KEMI) while 13% had not been trained in administration and management. The majority of the principals had been trained in short courses in administration and management which might not be vigorous. This could be a major predictor of poor student academic performance because school principals must be administratively trained to run and manage their schools. This implies that in Kenya there are no formal training programs for principals in the administration of secondary schools. Ombonga and Ongaga (2017) posit that secondary school principals in Kenya are promoted based on their years of experience and seniority while principals in North Carolina receive formal training to become principals. Naidoo (2019) postulates that no strict requirements for appointing secondary school principals. As a result, principals' leadership development is critical to school progress due to the active instructional process.

## 4.3 Influence of Principals' Instructional Supervisory Techniques nn Student Academic Performance

The study assessed the influence of principals' instructional supervisory techniques on student academic performance based on the teachers' perspectives.

To assess the frequency of instructional supervisory practices by the principal, the researcher requested teachers to specify if these activities occurred daily, weekly, monthly, termly, or never basis. The responses are shown in Table 4.5

**Table 4. 5:** Teachers' Response to Principals' Instructional Supervisory Techniques

| Variable | Daily % | Weekly % | Monthly % | Termly % | Never % | Mean | StD |
|---|---|---|---|---|---|---|---|
| Check teachers' scheme of work | 10 | 17 | 4 | 67 | 2 | 2.66 | 1.103 |
| Check lesson plan and teacher lesson notes | 16 | 36 | 11 | 29 | 8 | 3.23 | 1.254 |
| Check record of work covered by the teachers | 8 | 60 | 11 | 20 | 1 | 3.54 | 0.937 |
| Monitors student progress records | 18 | 25 | 18 | 36 | 3 | 3.19 | 1.195 |
| Discuss student performance with teachers | 5 | 16 | 30 | 48 | 1 | 2.76 | 0.911 |
| Check student notes and assignments | 24 | 20 | 19 | 23 | 14 | 3.17 | 1.393 |
| Regularly visits classroom for lesson observation | 22 | 12 | 20 | 35 | 11 | 2.99 | 1.345 |
| Checks teacher punctuality in lesson attendance | 75 | 14 | 2 | 8 | 1 | 4.54 | 0.947 |
| Provides opportunities for workshops, seminars, and in-service training for teachers | 4 | 7 | 14 | 48 | 27 | 2.13 | 1.022 |
| Monitors syllabus coverage | 5 | 12 | 15 | 66 | 2 | 2.52 | 0.915 |
| Provides teaching and learning materials | 37 | 7 | 12 | 40 | 2 | 3.33 | 1.422 |
| Monitors clock-in or clock-out book | 76 | 10 | 6 | 7 | 1 | 4.53 | 0.958 |
| Gives immediate feedback after lesson observation | 24 | 21 | 19 | 26 | 10 | 3.23 | 1.340 |

Table 4.5 presents the perspectives of teachers on how often different instructional supervisory practices were implemented by principals. According to Table 4.5, slightly over half 67% of the surveyed teachers reported that principals checked the scheme of work on a termly basis. A smaller percentage, 2% of the teachers noted that principals never checked the schemes of work. The qualitative results allude with the quantitative findings, for instance in this interview output , one interviewee said:

> "Schemes of work are well done on a termly or yearly basis. Some events may arise within the term, and as a result, the scheme of work is updated at the beginning of the term. I check the scheme of work in the first week of the term, it is a mandatory professional document"." DS/M/07/10

On the similar vein, another principal said:

> "Schemes of work are supposed to be there but they are very minimal, it is an area that is neglected." DS/M/08/10.

Elsewhere, another principal added that:

> " Schemes of work are handed over to me for approval at the beginning of the term, used for teaching." BB/M/05/10.

However, the frequency of reviewing these schemes of work was insufficient, as they could be checked on a weekly basis. Checking teachers' schemes of work had a mean score of 2.66, indicating a moderate level of emphasis. This suggests that while principals do review schemes of work to some extent, it may not be consistently prioritized, potentially affecting lesson planning quality and the alignment of instruction with the curriculum. The findings allude to Lomudang et al. (2022) who concluded that the frequency of reviewing teacher professional documents was inadequate, leading to infrequent updates of schemes of work and lesson plans due to insufficient supervision. Further, Chepkuto et al. (2018) found that headteachers occasionally reviewed teachers' schemes of work.

The second item sought to establish the frequency in which principals checked teacher lesson plan and lesson notes. The results in Table 4.5 indicate that a significant majority 36% and 29% indicated that the principal checked lesson plans and lesson notes on a weekly and termly basis respectively. A negligible number of teachers 8%

reported that principals never checked lesson plans and teacher lesson notes. During the interviews, one of the principals pointed out that:

> “It is hectic to check lesson plans for all subjects, I try sometimes and check lesson plans and teacher lesson notes once per term.” DS/F/03/10.

In another interview, one principal added that: “Mmh! Lesson plans to some extent are not prepared, pause! Let's talk about lesson notes. It is possible to get the extent they are done. Lesson plans for old teachers do not do, the work is too much for checking lesson plan.” According to the interview results with one of the principals, “ Mmh! Lesson plans there is a lot of laxity, but I check during a classroom observation, I observe lessons sometimes”. As pointed out by principals in the interview quotes above, checking lesson plans and teacher lesson notes is not regularly done. As a result, inconsistent monitoring affected the consistency and quality of instructional delivery. Similarly, teachers neglect lesson plan preparation despite being aware of the importance of lesson plans in teaching. This echoes Moiinvaziri and Shatery (2022) who found that instructors failed to prepare lesson plans before their lessons. The study findings resonate with Garba et al. (2019) whose findings revealed that most teachers and principals reported that principals did not regularly review teachers’ lesson plans and lesson notes. This exposed a lack of attention to reviewing teachers’ lesson notes and lesson plans implying a significant gap in the practice of instructional supervision in schools. Principals’ failure to review these documents, suggests that supervision is not adequately supporting curriculum implementation, teacher preparedness, and instructional quality. This neglect led to inconsistencies in teaching, reduced accountability among teachers, and missed opportunities for professional feedback and improvement. Ultimately, the absence of systematic lesson plan review undermined the core function of instructional supervision, which is to enhance teaching effectiveness and improve student learning outcomes.

The results in Table 4.5 portray that 60% of the teachers highlighted that principals checked records of work weekly, 20% of teachers reported this occurred termly, 11% indicated it was done monthly, 8% mentioned daily checks and 1% reported records were never checked. According to the interview results, one participant remarked:

> " Every week I check records of work covered, it is stamped and signed." MB/M/02/10.

Elsewhere, another interviewee posited:

> "We have heads of departments and heads of subjects who submit the status of syllabus coverage every week on records of work book." DS/M/07/10.

Reviewing teachers' records of work allows the principal to keep track of student progress. The results resonate with Malunda et al. (2016) who underscored that principals consistently reviewed teachers' records of work. The findings refute Garba et al. (2019), who postulated that records of work were not consistently reviewed in public secondary schools. The finding that principals did not consistently review teachers' records of work implies weaknesses in instructional supervision practices. Without regular checks on records of work, it becomes difficult to monitor curriculum coverage, track teaching progress, and identify gaps in syllabus implementation. This lack of systematic follow-up compromises accountability and negatively affect student learning outcomes.

Checking students' progress records had a mean score of 3.19, indicating that this instructional role was given considerable attention. This suggests that principals are relatively proactive in monitoring student performance, which can help identify learning gaps early and support interventions to improve academic outcomes. The findings align with the interview results, one principal reiterated that:

> "After the end of any test or evaluation there is an analysis of the result to bring a comparative bit of the student progress. Each teacher has student results records and is submitted to me for stamping in raw data and in the computer. DS/M/07/10.

Discussing student performance with teachers received relatively low emphasis, with a mean score of 2.76. This suggests that principals do not consistently engage teachers in reviewing and analyzing student outcomes. This implies that limited dialogue on student progress may hinder the identification of learning gaps and reduce opportunities for collaborative strategies to improve academic achievement.

Checking students' notes had a mean score of 3.17, indicating a moderate level of emphasis. This suggests that principals sometimes review students' written work to ensure they are keeping up with lessons. This suggest that while there is some monitoring of student engagement and learning, it may not be consistent enough to fully support improved academic outcomes or identify areas where students need additional guidance. On the question of checking students' notes and assignments, one administrator remarked:

> “Occasionally, I pick students' notebooks to see whether their notes are in line with teachers’ notes.” DS/M/06/10.

The sentiments expressed above indicate that principals occasionally checked students' notes. This further reinforces the idea that checking students' notes and assignments is crucial, as regular supervision is fundamental to their academic excellence. The findings resonate with Dangara (2015) who discovered that principals rarely checked students notes.

Classroom visitations had a mean score of 2.99, indicating a moderate level of emphasis. This suggests that principals occasionally observe teaching and learning activities in the classroom. The implication is that while some monitoring of instructional practices occurs, it may not be frequent or systematic enough to provide consistent feedback to teachers or significantly enhance teaching quality. The findings are also consistent with those presented in the qualitative data which revealed that classroom observations were mainly conducted once in a term. Another principal opined that:

> “ I do classroom observations once in a term and it is a requirement in TPAD, appraised on a termly basis.” DS/M/08/10.

The results highlighted that most principals conducted classroom observation on a termly basis. This suggests that, regardless of the pedagogical process, student academic performance is expected to remain low due to the lack of consistent supervision of the educational process. The results resonate with Özdemir (2020) who discovered that in Turkey, most principals conducted classroom observations once per year, similar to practices in many other countries. The study findings are at odds with Ubogu (2024) who discovered that instructional supervisors failed to perform their roles such as making frequent classroom visits and checking teachers’ professional documents, which hampered the quality of students’ learning.

Regarding lesson attendance, teacher punctuality was highly emphasized, with a mean score of 4.54. This indicates that principals closely monitor and enforce timely arrival to lessons. Compared to other instructional supervision roles, such as checking schemes of work (M = 2.66) or providing in-service training (M = 2.13), punctuality receives the greatest attention. The implication is that while adherence to schedules is strongly enforced, areas that directly enhance instructional quality and professional growth may receive comparatively less focus. During the interviews, one principal asserted that the teacher lesson attendance sheet is recorded by the class representatives daily to check time in and time out and whether teachers give assignments and notes.

Among the various instructional roles, providing teachers with opportunities for workshops, seminars, and in-service training received the least emphasis, with a mean score of 2.13. This suggests that professional development activities are not a priority, potentially limiting teachers' growth and the overall improvement of instructional quality. The findings reflect the interview results which indicated that workshops and seminars for teachers were not held regularly. Regarding how often workshops and seminars were held, one principal mentioned:

> "Once in a while we invite teachers to seminars through MOE, TSC at the departmental levels and they are attended." BB/M/05/10.

In a different context, another interviewee highlighted that:

> "We always have workshops and seminars for teachers, although there are teachers we do not allow because of value for money, they attend but are controlled."DS/M/06/10.

Heidari (2015) argue that holding regular workshops, seminars, and in-service training for all teachers fosters an awareness of the significance of instructional supervision in the educational process.

Monitoring syllabus coverage received relatively low emphasis, with a mean score of 2.52. This indicates that principals pay limited attention to ensuring that teachers complete the prescribed curriculum on schedule. Insufficient monitoring of syllabus coverage may lead to gaps in instruction, affecting students' preparedness for examinations and overall academic performance. Interview findings revealed inconsistency in the supervision of syllabus coverage by the principals. Here is a quote from one of the principals:

> "Monitoring syllabus coverage, I do through checking students' notes. Monthly, HODs report syllabus coverage." BB/M/05/10.

The perspectives of the principal suggest that syllabus coverage was not consistently monitored. Consequently, this irregularity is likely to influence the instructional process adversely, which could negatively influence student learning achievement. The finding could clarify the reason behind the consistent low overall KCSE performance from 2017 to 2021. This finding is on par with Agnetta et al. (2022) who found that insufficient syllabus coverage had a negative impact on learners' outcomes in Makueni county. Further still, Hanshi and Mosomi (2023) found that poor student academic performance was due to lack of effectiveness in instructional supervision practices, such as monitoring syllabus coverage and reviewing teachers' professional documents.

Additionally, findings in Table 4.5 depicted that provision of instructional materials had a mean score of 3.33, indicating a moderate level of emphasis. This suggests that principals make some effort to supply teaching and learning resources to support classroom instruction.. Findings reveal that while materials are somewhat available, inconsistent provision may limit teachers' ability to deliver lessons effectively and fully engage students in learning activities. Olayinka (2016) aver that the significance of instructional materials in fostering student growth and achieving learning goals cannot be overstated.

Monitoring teachers' clock-in and clock-out times received a very high emphasis, with a mean score of 4.54. This indicates that principals strongly prioritize ensuring that teachers adhere to official working hours. The implication is that while time management and presence are strictly enforced, there may be comparatively less attention on instructional activities that directly enhance teaching quality and professional development.

Providing immediate feedback after lesson observation had a mean score of 3.23, indicating a moderate level of emphasis. This suggests that principals sometimes offer prompt guidance to teachers following classroom observations. Consequently, inconsistent feedback may limit teachers' opportunities to make timely adjustments and enhance lesson effectiveness. From the interviews, the following sentiments were shared by one principal:

> "We normally sit with teachers and highlight the areas that need some improvement, for example, on production, what was the appropriate teaching aid? we discuss with the teacher about the lesson."DS/M/08/10.

Similar sentiments were shared by another principal: "I just call the teacher, we sit down and I give the areas where there are gaps. Mmh! And still, I give strength areas, for example when the teacher uses a film to explain an idea." The principals' views suggest that teachers receive feedback following classroom observation and that high student academic performance is anticipated. As per Rigby et al. (2017), feedback after classroom observation fosters reflection, clarifies instructional goals, and supports teacher development by advancing professional growth. This may lead to improved instruction which in turn, can lead to enhanced student achievement.

### 4.3.1 Influence of Principals' Instructional Supervisory Techniques on Student Academic Performance based on Teachers' Responses

Prior to conducting the one-sample t-test, the assumptions of normality, a continuous dependent variable, random sampling, independence of observations, and the absence of extreme outliers were verified.

**Table 4. 6:** One Sample T-Test for Principals' Instructional Supervisory Techniques

| | Test Value = 3.42 | | | | 95% CI | |
|---|---|---|---|---|---|---|
| Instructional supervision technique | T | Df | Sig (2tailed) | Mean Difference | Lower | Upper |
| Check teachers' scheme of work | -6.890 | 99 | .000 | -.760 | -.98 | -.54 |
| Check lesson plan and teacher lesson notes | -1.515 | 99 | .133 | -.190 | -.44 | .06 |
| Check record of work covered by the teachers | 1.281 | 99 | .203 | .120 | -.07 | .31 |
| Monitors student progress records | -1.925 | 99 | .057 | -.230 | -.47 | .01 |
| Discuss student performance with teachers | -7.241 | 99 | .000 | -.660 | -.84 | -.48 |
| Check student notes and assignments | -1.795 | 99 | .076 | -.250 | -.53 | .03 |
| Regularly visits classroom for lesson observation | -3.198 | 99 | .002 | -.430 | -.70 | -.16 |
| Checks teacher punctuality in lesson attendance | 11.823 | 99 | .000 | 1.120 | .93 | 1.31 |
| Provides opportunities for workshops, seminars, and in-service training for teachers | -12.628 | 99 | .000 | -1.290 | -1.49 | -1.09 |
| Monitors syllabus coverage | -9.832 | 99 | .000 | -.900 | -1.08 | -.72 |
| Provides teaching and learning materials | -.633 | 99 | .528 | -.090 | -.37 | .19 |
| Monitors clock-in or clock-out book | 11.583 | 99 | .000 | 1.110 | .92 | 1.30 |
| Gives immediate feedback after lesson observation | -1.418 | 99 | .159 | -.190 | -.46 | .08 |

The one-sample t-test results compared principals' instructional supervisory techniques against a test value of 3.42 (student academic performance), indicating whether these techniques are practiced more or less frequently than the expected. A negative t-value suggests that the technique is used less frequently, whereas a positive t-value indicates that it is used more frequently. The findings portrayed in Table 4.6 showed that principals rarely monitored teacher schemes of work (t = -6.890, p = 0.000, MD= = -.760). This raised concerns since checking schemes of work is crucial for ensuring curriculum alignment. The strong negative mean difference indicate that this essential supervision practice was largely neglected contributing to the declining student performance. This suggested that principals had not been adequately reviewing teachers' schemes of work, potentially leading to unstructured lesson delivery.

Concerning discussing student academic performance with the teachers, the findings revealed a statistically less implemented practice by the principals (t = -7.241, p = 0.000). The findings revealed lack of discussion of student performance between the teachers and the principal which hindered instructional improvement leading to poor academic performance. Regular discussion concerning student learning outcomes helps in identifying learning gaps and improving teaching strategies.

Table 4.6 portray that principals rarely visited classroom for lesson observations (t = -3.198, p = 0.002). The findings revealed a weak culture of direct instructional supervision in the sub-county. Infrequent assessment of classroom instruction reduced the chances of teaching effectiveness which in turn adversely affected student performance. The findings conform to Kamotho et al. (2019), whose research indicated that most of school heads rarely visited classrooms to observe teaching and learning. Malekshahi (2019) discovered that classes observed frequently performed better compared to those without an observer.

Regarding providing opportunities for workshops, seminars and in-service training for instructors, the findings showed the least practiced instructional supervision technique (t = -12.628, p = 0.000). The failure of principals to provide opportunities for workshops, seminars and in-service training for teachers by principals significantly hindered teacher professional growth. Consequently, this affected student academic performance, as teachers plays crucial role in shaping student leaning outcomes. During the interviews, while inquiring about the frequency of teachers attending workshops and seminars, one respondent highlighted that such professional development sessions are occasionally organized, contingent upon the availability of financial resources. The findings conform with Onesmo (2018) who revealed that in Tanzania, heads of schools rarely organized workshops and seminars for teachers. Consequently, head teachers were unable to attend to individual needs of educators.

Findings in Table 4.6 further portray that monitoring syllabus coverage has a significant effect on student academic success (t = -9.832, p = 0.000). Furthermore, the results show that monitoring syllabus coverage was insufficient, with a mean difference of -0.900, leading to incomplete curriculum coverage and learning gaps. The ineffective syllabus monitoring contributed to deficiencies in educational outcomes. The results coincide with Hanshi and Mosomi (2023) who found that poor student academic performance was due to lack of effectiveness in instructional supervision practices, such as monitoring syllabus coverage.

The findings further revealed that checking teacher punctuality in lesson attendance (t = 11.823, p = 0.000) and monitoring clock-in or clock-out book (t = 11.583, p = 0.00) were diligently carried out by the principals. The findings portray that principals focused more on administrative aspect of supervision rather than pedagogical support. Over-prioritizing the administrative aspects of supervision at the expense of instructional supervision limited improvements in teaching quality.

Results portrayed in Table 4.6 show that checking lesson plans and teacher lesson notes (t = -1.515, p = 0.133), monitoring student progress records ( t = -1.925, p = 0.057) and checking student notes and assignments ( t = -1.795, p = 0.076) were moderately carried out. The negative t-value revealed that little attention was dedicated to these instructional aspects.

Checking record of work covered by the teachers (t = 1.281, p = 0.203), providing teaching and learning materials ( t = -0.633, p = 0.528) and giving immediate feedback after classroom observation ( t = -1.418, p = 0.159) had no significant impact on student academic performance in Igembe North sub- county. However, the findings revealed inconsistency in providing timely feedback after classroom observation.

**Table 4.7:** Summary of One Sample t-Test between Principals' Instructional Supervisory Techniques and Student Academic Performance

| | One-Sample Test | | | | | |
|---|---|---|---|---|---|---|
| | Test Value = 3.42 | | | | | |
| | | | | | 95% CI of the Difference | |
| | t | df | Sig(2-tailed) | Mean Difference | Lower | Upper |
| Supervisory techniques | -3.139 | 99 | .002 | -.20308 | -.3315 | -.0747 |

P< 0.05

The findings of one-sample t-test show that the mean value of principals' instructional supervisory techniques was tested against an established value of 3.42. The findings revealed that at a df = 99, the p- value of 0.002 is less than 0.05 significance level. This posited that there is statistically significant relationship between principals' instructional supervisory role and student academic performance. The statistically significant result confirmed that the supervisory techniques in the sampled schools were not effectively conducted, portrayed with a statistically negative deviation. This implies that there is a significant impact of principals' instructional supervisory techniques on student academic performance in public secondary schools in Igembe North sub-county. This revealed that checking instructors' instructional practices has a significant impact on student academic performance.

### 4.3.2 Influence of Principals' Instructional Supervisory Techniques on Student Academic Performance based on Students' Responses

The research further examined the influence of principals' instructional supervisory techniques on student academic performance from the students' responses. The questionnaire designed to assess the frequency of principals' instructional supervisory techniques encompassed 8 items based on existing literature. Responses were rated on a 5-point Likert scale with 5 representing Very often, 4= Often, 3= Sometimes, 2= Rarely, and 1= Never. Nonetheless, the scale was measured in terms of frequency reflecting how often each event occurred within a specified period. Subsequently, Very often was adjusted to mean Every Lesson, Often was defined as Once a Week, Sometimes referred to as Once a Month, and Rarely meant once a term. The findings are illustrated in Table 4.8.

**Table 4. 8:** Students' Response to Principals' Instructional Supervisory Techniques

| **Statement** | **EL** % | **OW** % | **OM** % | **OT** % | **N** % | **Mean** | **StD** |
|---|---|---|---|---|---|---|---|
| The principal visits our class to observe teachers when teaching | 17.3 | 15.5 | 48.3 | 4.3 | 14.6 | 3.17 | 1.204 |
| I have seen my teachers being supervised in class by the principal | 12.4 | 8.4 | 17 | 18.6 | 43.7 | 2.27 | 1.410 |
| The principal visits classes to check teacher lesson attendance | 36.5 | 24.5 | 26.9 | 7.4 | 4.6 | 3.81 | 1.148 |
| The principal checks student syllabus coverage | 35.9 | 27.9 | 18.3 | 5.6 | 12.4 | 3.69 | 1.062 |
| The principal assigns class representatives the duty to note teachers who attend or fail to attend their lessons | 65.6 | 21.1 | 5.3 | 3.1 | 5 | 4.39 | 1.062 |
| The principal regularly checks my exercise books to see what is taught | 8.7 | 10.2 | 21.7 | 13.6 | 45.8 | 2.22 | 1.349 |
| The principal checks whether the assignments are checked | 14.6 | 9 | 22 | 14.9 | 39.6 | 2.44 | 1.448 |
| The principal checks the class attendance records | 58.2 | 21.4 | 9.9 | 5.6 | 5 | 4.22 | 1.142 |
| **Aggregate mean** | | | | | | **3.276** | |

The statement *"The principal visits our class to observe teachers when teaching"* recorded a mean of 3.17, indicating that such observations take place infrequently. While this score is slightly stronger than the result of 2.27, it remains low compared to the higher ratings on attendance-related practices (M = 4.39; M = 4.22). This pattern suggests that principals devote more effort to monitoring teacher presence than to engaging directly with classroom instruction, which reduces their impact on improving pedagogical practice and learner outcomes.

The item *"I have seen my teachers being supervised in class by the principal"* recorded a mean score of 2.27, which is below the neutral point on the 5-point scale. This suggests that, on average, respondents tended to disagree with the statement, indicating that classroom supervision by principals is not frequently observed. Although 43.7% strongly agreed, a combined 37.8% of the respondents either disagreed or remained neutral, lowering the overall mean. This implies that classroom supervision is inconsistently practiced, which undermine its intended role of enhancing instructional delivery and student academic achievement. The findings align with Kamotho et al. (2019) and Yosief (2022) who found that most principals rarely visited classrooms to observe instructional process.

The item *"The principal visits classes to check teacher lesson attendance"* had a mean score of 3.81, indicating that principals are generally perceived to monitor teacher presence in class, which supports instructional effectiveness by ensuring curriculum coverage and reducing absenteeism. In contrast, the earlier finding on classroom supervision (mean = 2.27) showed weak practice, suggesting that while principals emphasize teacher attendance, they give less attention to the quality of instruction. This imbalance implies that instructional effectiveness may be undermined when teacher presence is prioritized without adequate classroom observation and feedback.

The finding on *"The principal checks student syllabus coverage"* yielded a mean of 3.69, showing that principals generally monitor curriculum progress, which supports effective instructional supervision by ensuring timely completion of learning objectives. Compared to lesson attendance (M = 3.81), syllabus checking is slightly less emphasized but still practiced, while classroom supervision (M = 2.27) remains weak. This indicates that principals focus more on teacher presence and curriculum coverage than on observing actual teaching processes, which may limit the overall effectiveness of instructional supervision.

The finding that *"The principal assigns class representatives the duty to note teachers who attend or fail to attend their lessons"* recorded a high mean score of 4.39, showing that principals strongly emphasize monitoring teacher presence through delegated oversight. In contrast, classroom supervision registered a much lower mean of 2.27, suggesting limited direct involvement in observing instructional delivery. This contrast indicates that principals prioritize administrative oversight of teacher attendance more than instructional supervision of teaching quality, which may ensure accountability for presence but risks neglecting the core goal of enhancing instructional effectiveness. The findings are in congruence with the interview remarks from one principal:

> "The TSC has designed a teacher lesson attendance tool where the class representative marks teacher lesson attendance, we call it a monitoring tool, that is, the lesson attendance register is filled weekly, then I compile and note lost lessons and have a recovery tool and I do a spot to check to see whether teachers comply." DS/M/08/10.

The findings show that *"The principal regularly checks my exercise books to see what is taught"* (M = 2.22) and *"The principal checks whether the assignments are checked"* (M = 2.44) both scored below the neutral point, indicating that these supervisory practices are rarely carried out. Although some students strongly agreed, the overall low means suggest inconsistency. This weakness in monitoring learners' work and assignment feedback limits effective instructional supervision, as it reduces accountability and hinder curriculum coverage and student academic support. The findings resonate with interview findings and the findings presented in the previous section of this study. During the interviews, one participant pointed out that:

> "Checking notes and assignments is done by subject teachers and it should not go beyond two weeks and be signed. But like mathematics and core subjects it is done daily. Occasionally, I pass through a class to find whether students are doing the right thing and check whether teachers check notes and assignments." DS/M/07/10.

Similar sentiments were expressed during the interviews with one principal highlighting that:

> "I check students note to confirm whether they are in line with schemes of work, to see whether they correspond and get to know syllabus coverage by subject teachers. I pick at random few notebooks at least to see if there is meaningful teaching". DS/M/08/10.

The results build on those from Kamotho et al. (2019) which indicated that principals overlooked the responsibility of monitoring syllabus coverage and checking student notebooks. Consistent with these findings, Sankale (2015) discovered that headteachers rarely checked pupils' notebooks. Rentilei et al. (2022) postulated that student lesson notes and exercise books accurately reflect what has been covered in the instructional process by the teacher. Therefore, the principal has the role as the instructional supervisor to routinely review students' notes , ensure syllabus is thoroughly covered on time, and verify that assignnments are properly checked.

The statement *"The principal checks the class attendance records"* yielded a mean score of 4.22, indicating strong agreement that principals actively monitor teacher attendance through official records. When compared with the finding that principals delegate attendance monitoring to class representatives (M = 4.39), it is evident that principals place considerable emphasis on administrative oversight of teacher presence. However, this strong focus on attendance contrasts sharply with the low mean score for classroom supervision (M = 2.27), suggesting that principals prioritize checking whether teachers are in class rather than engaging directly with the quality of instruction delivered. This imbalance reflects a supervisory approach that is more administrative than instructional, potentially limiting the impact on teaching effectiveness and student learning outcomes.

**Table 4. 9:** One Sample T-Test for Principals' Instructional Supervisory Techniques

| | One Sample test | | | | | |
|---|---|---|---|---|---|---|
| | Test Value = 3.42 | | | | | |
| | | | | | 95% CI of the Difference | |
| Supervisory techniques | t | df | Sig.(2-tailed) | Mean Difference | Lower | Upper |
| The principal visits our class to observe teachers when teaching | -3.773 | 322 | .000 | -.253 | -.38 | -.12 |
| I have seen my teachers being supervised in class by the principal | -14.629 | 322 | .000 | -1.148 | -1.30 | -.99 |
| The principal visits classes to check teacher lesson attendance | 6.077 | 322 | .000 | .388 | .26 | .51 |
| The principal checks student syllabus coverage | 3.673 | 322 | .000 | .273 | .13 | .42 |
| The principal assigns class representatives the duty to note teachers who attend or fail to attend their lessons | 16.472 | 322 | .000 | .973 | .86 | 1.09 |
| The principal regularly checks my exercise books to see what is taught | -15.949 | 322 | .000 | -1.197 | -1.34 | -1.05 |
| The principal checks whether the assignments are checked | -12.164 | 322 | .000 | -.980 | -1.14 | -.82 |
| The principal checks the class attendance records | 12.632 | 322 | .000 | .803 | .68 | .93 |

Table 4.9 shows findings of one sample t-test computed with a test value of 3.42 to assess the impact of principals' instructional supervisory techniques on student academic performance. The results provide insights into the frequency and effectiveness of various supervisory practices employed by school principals. The significance levels (p-values) across all supervisory techniques are below 0.05, indicating that the differences observed are statistically significant. The findings indicate that the mean score for the statement "The principal visits our class to observe the teacher when teaching" (t = -3.773, p = 0.000, Mean Difference= -0.253) is significantly lower than the test value. This suggests that classroom observations by the principals are infrequent, potentially affecting the monitoring and evaluation of teaching practices. Similarly, the statement "I have seen my teachers being supervised

in class by the principal" (t = -14.629, p = 0.000, Mean Difference = -1.148) further supports this claim, with a large negative mean difference, reinforcing that direct instructional supervision is limited.

In contrast, findings revealed that principals checked lesson attendance more frequently (t = 6.077, p = 0.000, Mean Difference= 0.388). The positive mean difference suggest that principals prioritize ensuring that teachers are in present for their lessons. Moreover, the findings revealed that checking student syllabus coverage (t= 3.673, p= .000, Mean Difference= 0.273) was not consistent as checking teacher lesson attendance. However, the findings portrayed that checking students exercise books to see what is taught (t = - 15.949, p = 0.000, Mean Difference= -1.197) was not frequently done. Also, principal rarely checked when teachers checked student assignments (t = -12.164, p = 0.000, Mean Differnce= -0.980). The large negative mean differences highlight a gap in the follow-up of instructional activities by the principals which is a potential cause of declining student academic achievement. A notable finding is that principals assign class representatives to monitor teacher lesson attendance (t = 16.472, p = 0.000, Mean Difference= 0.973). The high positive mean difference imply that this practice was widely implemented, possibly as a compensatory strategy for the limited direct classroom supervision by the principals. The findings show that checking class attendance records (t = 12.636, p = 0.000, Mean Difference= 0.803) had a significant positive mean difference indicating that principals actively monitored attendance records to ensure that teachers and students adhere to the attendance requirements.

**Table 4. 10:** Summary of One Sample T-Test Between Principals' Instructional Supervisory Techniques and Student Academic Performance

| | One Sample Test | | | | | |
|---|---|---|---|---|---|---|
| | Test Value = 3.42 | | | | | |
| | | | | | 95% CI of the Difference | |
| | t | df | Sig.(2-tailed) | Mean Difference | Lower | Upper |
| Supervisory techniques | -3.773 | 322 | .001 | -.14252 | -.2292 | -.0559 |

One sample t-test was carried out to examine whether the mean of principals' supervisory techniques significantly differs from the test value of 3.42, thereby indicating the potential relationship between supervisory practices and student academic performance. The findings presented in Table 4.10 indicate $t = -3.773$, $df = 322$, and $p = 0.001$. Given that the p-value is less than 0.05, this indicates that the mean difference is statistically significant. The negative mean difference of -0.14252 indicates that instructional supervision practices fall short by 0.14252 points indicating that the current instructional supervisory approaches being implemented in secondary schools may be not meeting the required standards, which could negatively affect teacher performance, and ultimately student academic performance. Therefore, the nul hypothesis is rejected and the alternative hypothesis adopted. This suggests there is statistically significant relationship between principals' instructional supervisory techniques and students' academic performance in Igembe North sub-county.

**4.4 Supervisory Factors Influencing Student Academic Performance**

This research explored how supervisory factors influenced student academic performance. Questions pertaining to the topic were posed to the principals, instructors, and learners. The findings are portrayed in Table 4.11.

**Table 4. 11:** Teachers' Opinion on Supervisory Factors Influencing Student Academic Performance

| Variable | SA% | A% | U% | D% | SD% | Mean | StD |
|---|---|---|---|---|---|---|---|
| The syllabus is fully covered | 49 | 28 | 6 | 12 | 5 | 4.04 | 1.222 |
| The principal lacks enough time to check teachers' professional documents | 16 | 20 | 14 | 14 | 34 | 2.68 | 1.510 |
| The teachers lack enough time to check student notes and ark assignments | 19 | 18 | 10 | 12 | 41 | 2.62 | 1.607 |
| Chronic absenteeism affects student academic performance | 70 | 18 | 3 | 4 | 5 | 4.44 | 1.076 |
| Understaffing make instructional supervision difficult | 48 | 28 | 8 | 7 | 9 | 3.99 | 1.291 |
| The school library has enough textbooks for each subject | 21 | 12 | 19 | 23 | 25 | 2.81 | 1.475 |
| Students like to take their practical lessons in the laboratory | 57 | 29 | 9 | 2 | 3 | 4.35 | 0.947 |
| The school has enough revision books | 11 | 12 | 12 | 40 | 25 | 2.44 | 1.290 |
| The school has an adequate number of teachers required for each subject | 29 | 18 | 5 | 29 | 19 | 3.09 | 1.551 |
| Understaffing makes teachers teach beyond their areas of specialization | 36 | 25 | 16 | 10 | 13 | 3.61 | 1.399 |
| Student low entry behavior influences their academic performance | 59 | 22 | 6 | 7 | 6 | 4.21 | 1.200 |
| The students are overcrowded in classrooms | 28 | 19 | 18 | 14 | 21 | 3.19 | 1.509 |
| Classrooms lack enough furniture for students | 21 | 20 | 11 | 20 | 28 | 2.86 | 1.538 |

The research findings in Table 4.11 portrayed that 77% of the teacher participants concurred that the syllabus was fully covered while 17% of them disagreed. Although the quantitative findings portrayed that the syllabus was fully covered, findings from the interviews portrayed otherwise. For example, one interviewee said:

> "Okey! Based on the arguement of corona issue, the terms have been short, coverage of syllabus is poor although we have been trying for the last three years. We have been affected by corona, mostly we have been rushing to be able to cover the syllabus." (DS/F/O3/10)

In a similar context, another interviewee mentioned that:

> "We are trying to finish the syllabus for form four in July although sometimes it does not work to some subjects by July or second term utmost for form four." (DS/M/08/10).

The excerpt above suggests that poor student academic performance could be attributed to the delayed syllabus coverage. This is in consonance with Usman and Abubakar (2019) who observed that inadequate content coverage in Physics contributed to poor student performance. Additionally, the findings indicated that certain topics were completely neglected by the teachers, which directly affected student performance in Physics. Insufficient covering of the syllabus implies that students are tested on undiscovered material which leads to subpar performance (Waseka et al., 2016).

The results in Table 4.11 portrayed that 88% of the instructors concurred that chronic absenteeism influenced student academic performance. The findings allude to the qualitative findings that indicated that student chronic absenteeism posed a major threat to poor academic performance. Still on the same, one interviewee said:

> "Absenteeism is rampant being a day secondary school in a place where parents do not value education." (DS/M/06/10).

Adding to the same, another interviewee shared that:

> "Student absenteeism is serious, especially in this school where you find a student misses school for 70 days, most students disappear after registration of national examinations and show up during examinations." (DS/M/08/10)

When asked whether student chronic absenteeism is a factor contributing to poor student academic performance, one principal said:

> "I can say that most students fail to come to school due to family problems such as poverty, miraa factor, family breakages; several families are separated and students have nothing to eat and that affect syllabus coverage individually to the students." (MB/M/02/10).

Based on the interview excerpts presented above, the study identified chronic student absenteeism as a key contributing factor to poor academic performance within the study area. The outcomes concur with Keppens (2023) who established that student chronic absenteeism is inimical to student learning, academic performance, and educational results. School non-attendance due to illness and unexcused non-attendance have revealed negative impacts on student academic performance. Brew et al. (2021) add that student chronic absenteeism affects their academic results since truant learners miss classes and are unable to catch up. One interviewee pointed out: "I don't know how to put issues of truancy on students because they are not regularly in school. When students are not in, they are left out because there is no repetition." (DS/M/01/10). The findings differ from those reported by Shaheen et al. (2020) whose findings affirmed that student absenteeism had no significant impact on academic performance, but teacher absenteeism does.

The findings from Table 4.11 showed that 76% of the teachers affirmed that understaffing made instructional supervision difficult. Further, the findings revealed that 61% of teachers agreed that understaffing made teachers teach areas beyond their areas of specialization. Also, 48% of teachers disagreed that schools had an adequate number of teachers required for each subject while 47% agreed. The findings support the qualitative findings, which revealed that understaffing made instructional supervision difficult. This implied that the selected secondary schools were understaffed. While analyzing the qualitative data, the theme of understaffing emerged as a potent factor leading to poor student academic performance. For example, one interviewee said:

> "Being a five-streamed school, I am understaffed in my school with only 14 government-employed teachers. Due to understaffing I am overloaded, I am handling four subjects together with administrative duties, therefore,

supervisory duty is affected while I am teaching and other administrative duties." (DS/M/07/10).

Another principal added that:

"My school is seriously understaffed, I have employed 14 BOM teachers, 12 TSC teachers, staffing is not in tandem with the school population. I am now a full subject teacher, I am teaching around 15 lessons and sometimes I go for meetings outside the school and I miss lessons". (MB/M/02/10).

While addressing the same, another principal added that*:*

"My school is understaffed. I have a lot of lessons, it can prevent me from carrying out supervision. You see like now I have 16 lessons and they are many." (DS/M/04/10).

The interview views suggest that many schools were understaffed which may explain why the syllabi were not fully covered, even though teachers were consistently punctual in attending classes, as previously discussed in this study. This could influence the effectiveness of teaching and negatively affect student academic performance. In a similar vein, the research supports Bulowa et al. (2023) who revealed that understaffing led to poor learning outcomes in Trans Nzoia county. The student-teacher ratio in the county was 58:1 against the recommended 40:1. The study suggested that TSC deploy adequate teachers in schools to counter the issue of understaffing to facilitate learning. Mwaniki et al. (2022) revealed that student academic performance was poor as a result of high enrollment of learners compared to the number of teachers. Understaffing led to high teacher-student ratios which in turn reduced teacher-learner contact hours depriving teachers of an opportunity to attend to individual learners, an ingredient to quality learning.

Findings in Table 4.11 portray that 48% of the teachers objected that the school library had enough textbooks for each subject while 33% agreed. Also, 65% of the educators were at odds with the asssertion that the school had enough revision books while 23% of the teachers agreed with the statement. The findings portray that schools lacked sufficient textbooks and revision books which are crucial for the success of the students since they are the source of knowledge to the students. Brew et al. (2021) argue that textbooks are crucial at every level of learning since they have no substitute as a major component of the curriculum. Consequently, student academic performance was negatively impacted by insufficiency of instructional materials. The quantitative results align with the qualitative findings from the interview:

> "……government late provision of books or do not avail them at all, for example, the textbook ratio in my school is 15:1.' (MB/M/02/10)

Reporting on the same, one principal said:

> "…..we have challenges in the laboratory because of chemicals, we do not have adequate chemicals so we do not carry practicals very often, books are adequate though sometimes are provided late. We have a book store but we do not have learners going there." (BB/M/05/10).

The analysis of interview excerpts indicated that the absence of instructional materials, along with delays in their provision, hindered the instructional process, thereby adversely affecting students' learning outcomes. The findings are on par with Ngabonzima and Ngendahimana (2017) who established that inadequate utilization of instructional resources such as textbooks, laboratory kits, computers, and revision books intensified the rate of poor academic performance. Lyimo et al. (2017) argued that schools in Tanzania lacked adequate textbooks and revision books due to the large population. Further, there was insufficient school facilities including classrooms, desks, chairs, and poorly built classrooms which were overcrowded. This led to declining academic performance since instructional materials are constituents of the learning process to enhance student academic performance.

According to the results reported in Table 4.11, 81% of the teachers affirmed that students low entry behavior affected their academic performance. This implied that syllabus coverage was low due to enrolment of student who were slow learners thereby resonating with Waseka and Simatwa (2016) who revealed that students' low entry marks negatively impacted student academic performance in national examinations. Students with low entry marks had low self-esteem and confidence leading to poor performance in class and ultimately in KCSE. Students who had high entry marks had ease of concept comprehension resulting to good academic performance.

### 4.4.1 Students' Opinion On Factors Influencing Their Academic Performance

To examine the factors influencing learners' academic achievement,a 14-item questionnaire was administered using a 5-level rating scale. The results are shown in Table 4.12.

**Table 4. 12:** Students' Reports on Factors Influencing Their Academic Performance

| Variable | SA% | A% | U% | D% | SD% | Mean | StD |
|---|---|---|---|---|---|---|---|
| Sometimes I am absent from school | 9.6 | 21.4 | 6.8 | 23.8 | 38.4 | 2.40 | 1.420 |
| My school has enough textbooks for each subject | 24.5 | 26.3 | 5.6 | 25.4 | 18.3 | 3.13 | 1.488 |
| Teachers have limited time to check my notes and mark assignments | 17.3 | 35.9 | 8.4 | 15.8 | 22.6 | 3.10 | 1.453 |
| We have enough teachers for every subject | 43 | 22.9 | 5.6 | 12.4 | 16.1 | 3.64 | 1.520 |
| Our school library has enough books for all subjects | 22.3 | 17.6 | 6.5 | 20.7 | 32.8 | 2.76 | 1.593 |
| I like taking practical lessons in the laboratory | 46.7 | 31.6 | 8.7 | 5.3 | 7.7 | 4.04 | 1.210 |
| We discuss with my subject teachers my exam results | 38.4 | 30.7 | 6.5 | 13 | 11.5 | 3.72 | 1.387 |
| My subject teachers cover the syllabus on time | 37.8 | 24.8 | 8 | 16.1 | 13.3 | 3.58 | 1.458 |
| My subject teachers set performance targets for KCSE | 59.8 | 25.4 | 5.6 | 4 | 5.3 | 4.30 | 1.096 |
| Our library has enough revision books | 17.3 | 15.5 | 6.8 | 20.7 | 39.6 | 2.50 | 1.549 |
| Our classroom has enough chairs and lockers | 55.7 | 22.9 | 2.8 | 5.6 | 13 | 4.03 | 1.408 |
| Our classroom has electricity | 64.1 | 23.5 | 2.8 | 4.3 | 5.3 | 4.37 | 1.088 |
| Our classroom is overcrowded | 13.9 | 12.4 | 5.6 | 25.4 | 42.7 | 2.29 | 1.467 |
| My school has a laboratory for each science subject | 25.1 | 12.7 | 3.4 | 16.1 | 42.7 | 2.61 | 1.691 |

The findings portrayed in Table 4.12 highlighted that 62% of students disagreed with the statement regarding their absenteeism from school, while 31% agreed. These results stand in stark contrast to the qualitative findings discussed in the earlier section of this study. With respect to instructional materials, the findings displayed in Table 4.12 demonstrate that a considerable percentage of students perceived the school library as lacking an adequate number of books (54%, M=2.76). Additionally, students disagreed with the statement that "the school library has enough revision materials" (M=2.50). The results align with the information shown in Table 4.11 and align with the qualitative insights obtained from the interviews.

A significant proportion of students (59%, M = 2.61) disagreed with the statement, "My school has a laboratory for each science subject." Supporting this finding, one interviewee stated:

> “ We do not have the library and laboratory, we have improvised a laboratory but the CDF has promised to build one.”( DS/M/04/10).

Another principal conveyed similar perspectives, highlighting a shortage of essential physical facilities, including laboratories and a school library. This concern was further emphasized during the interviews, as one principal stated:

> “We do not have a school library, and our laboratories are not well equipped. We are facing inadequacy of laboratories due to high enrolment rate.” (DS/M/06/10).

The statements provided by the interviewees strongly suggest that inadequate academic performance among students is associated with the lack of essential facilities required for effective teaching and learning. The outcomes corresponds to Ikegbusi et al. (2022) who found that school facilities such as libraries and laboratories have profound impact on learners academic outcomes in schools. Learning institutions that fail to provide facilities to the students always produce poor results. Further, the results resonates with Muideen et al. (2016) whose research revealed a notable difference in the learning outcomes of the learners who had access to well-equipped laboratory facilities, sufficient instructional resources, and adequate laboratories compared to those taught without these facilities. Additionally, the findings align with

Arumuru and David (2024) who pointed out shortcomings in instructional materials and stressed the need of improvement.

The results demonstrated in Table 4.12 showed that most of students (53.2%) agreed that teachers had limited time to review their notes and assignments, while 38.4% disagreed, and 8.4% remained undecided. The results correspond to Mkhize et al. (2022) whose findings established that students identified delayed delivery of textbooks and teachers' inability to check their work as major factors that led to poor academic performance.

### 4.5 Teachers' Perceptions Towards Principals' Instructional Supervision

The research objective sought to investigate the teachers' perceptions towards instructional supervision in secondary schools. Perceptions greatly influence teachers' commitment toward instructional supervision. The outcome of the supervisory process are determined by how teachers view instructional supervision in the classroom and within the school (Gebremeskel, 2022). Instructional supervision is critical to the growth of education, therefore, it is appropriate to investigate how teachers perceive it in school. The supervisory exercise will not be effective unless instructors perceive it as a process for improving learning circumstances and encouraging professional growth (Comighud et al., 2020). The survey items for teachers were rated on a five-point Likert scale to gauge their perceptions toward instructional supervision. Teachers were given options for each item to choose options that best corresponded with how they felt about the questions. The scale measured teachers' perceptions toward instructional supervision. The researcher computed mean and standard deviations. The subsequent table illustrates the results.

**Table 4. 13:** Teachers' Perceptions towards Instructional Supervision

| Variable | SA% | A% | N% | D% | SD% | Mean | StD |
|---|---|---|---|---|---|---|---|
| I am satisfied with the classroom observation | 53 | 28 | 11 | 4 | 4 | 4.22 | 1.060 |
| The principal carries out supervision fairly | 48 | 38 | 8 | 3 | 5 | 4.17 | 1.045 |
| I like to prepare my professional documents | 53 | 29 | 9 | 5 | 4 | 4.22 | 1.069 |
| Classroom observation makes me anxious | 14 | 20 | 18 | 16 | 32 | 2.68 | 1.456 |
| Classroom observation enhances teachers' development | 53 | 26 | 4 | 8 | 9 | 4.06 | 1.309 |
| Supervision lead to improvement in my teaching | 50 | 29 | 5 | 5 | 11 | 4.02 | 1.326 |
| Classroom observation has a positive effect on student learning | 46 | 24 | 12 | 5 | 13 | 3.85 | 1.395 |
| Supervision is a form of professional development | 48 | 27 | 12 | 4 | 9 | 4.01 | 1.259 |
| I always prepare lesson notes | 66 | 23 | 4 | 5 | 2 | 4.46 | 0.937 |
| I dislike lesson observation | 22 | 15 | 5 | 20 | 38 | 2.63 | 1.625 |
| Supervision is more of a fault-finding | 18 | 20 | 19 | 15 | 28 | 2.85 | 1.480 |
| Supervision is important for my professional development | 49 | 20 | 15 | 8 | 8 | 3.94 | 1.301 |
| Supervision aims to control teachers | 20 | 24 | 14 | 18 | 23 | 3.00 | 1.478 |
| Supervision is more authoritative than democratic | 22 | 22 | 21 | 12 | 23 | 3.08 | 1.468 |
| Classroom visits are unplanned | 19 | 14 | 17 | 21 | 29 | 2.73 | 1.490 |
| Supervision helps in improving my teaching strategies | 40 | 29 | 10 | 10 | 11 | 3.77 | 1.362 |
| The principal employs a friendly approach during supervision | 43 | 38 | 10 | 2 | 7 | 4.08 | 1.116 |
| I am confident in the presence of the supervisor | 46 | 37 | 11 | 2 | 4 | 4.19 | 0.992 |
| Supervision of teaching and learning can improve school mean grade | 51 | 25 | 12 | 3 | 9 | 4.06 | 1.254 |
| Supervision helps me to be a better teacher | 36 | 33 | 8 | 14 | 9 | 3.73 | 1.325 |
| Through supervision, I learn new teaching techniques | 35 | 25 | 10 | 17 | 13 | 3.52 | 1.446 |
| **Grand Mean** | | | | | | **3.68** | **1.29** |

The findings in Table 4.13 suggest that educators generally have a positive perception towards instructional supervision, as indicated by the relatively high mean scores across most variables. For instance, majority of the teachers 81% expressed satisfaction with classroom observation **(**Mean = 4.22, StD = 1.060**)** and acknowledged that supervision contributes to their professional growth (Mean = 4.01, StD = 1.259). Moreover, the principal's supervision was perceived as fair (Mean = 4.17, StD = 1.045), and the principal was described as employing a friendly approach (Mean = 4.08, StD = 1.116). The study findings are in support of Dewodo et al. (2020) who found that teachers in Ghana regarded supervision as a valuable mechanism of promoting their pedagogical growth.

Most teachers agreed that supervision enhances professional development and improves teaching quality. The high mean scores on items such as "Supervision leads to improvement in my teaching" (Mean = 4.02, StD = 1.326) and "Classroom observation enhances teachers' development" (Mean = 4.06, StD = 1.309) indicate that teachers recognize its benefits. Additionally, the perception that supervision contributes to improved student learning (Mean = 3.85, StD = 1.395) and school performance (Mean = 4.06, StD = 1.254) further highlights the positive impact of instructional supervision. The findings contrast with Nabhani et al. (2015) whose results portrayed that educators opposed the statement of supervision as a process of supporting them for improvement. Teachers viewed supervision as an evaluation of their performance.

Despite these benefits, some responses highlight anxiety and negative perceptions associated with supervision. A considerable number of teachers found classroom observations to be anxiety inducing (Mean = 2.68, StD = 1.456) and disliked lesson observations (Mean = 2.63, StD = 1.625). Additionally, the belief that supervision is more of a fault-finding process **(**Mean = 2.85, StD = 1.480) and is authoritative rather than democratic **(**Mean = 3.08, StD = 1.468) indicates some underlying concerns about how supervision is conducted. The view of instructional supervision as a fault-finding exercise suggest that, while the intent behind supervision may be positive, the execution may not always align with teacher's needs for support and collaboration. Also, the perception of supervision being more authoritative than democratic further underlines a sense of hierarchy that hinders open communication between principals and teachers. The study results concurs with Hoque et al. (2020) who claimed that a portion of educators viewed supervision as a process of finding flaws. Teachers were anxious and developed a resentment toward supervision. However, the findings contradict Dewodo et al. (2020) who revealed that 96% of the teachers felt that supervision was a fact-finding mission aimed at helping teachers improve their teaching rather than fault-finding. Estaji and Ghiasvand (2022) suggested a developmental supervision model that emphasizes a reflective and collaborative approach, rather than a prescriptive and evaluative form of supervision.

The results in Table 4.13 asserted that while supervision is generally regarded as beneficial for teacher development, it can often feel unstructured. Notably, 29% of teachers reported that classroom visits were unplanned (Mean = 2.73), suggesting that the absence of a clear supervisory framework contributes to feelings of uncertainty and discomfort. Dulay (2025) discovered that well organized and clearly communicated classroom walkthroughs fostered an atmosphere of trust and continuous professional growth among instructors by establishing a non-threatening environment where they felt comfortable sharing challenges and seeking guidance. Additionally, while most of the instructors concurred that supervision is pivotal in enhancing student learning (Mean= 3.85) and school performance (Mean= 4.06), a smaller percentage expressed confidence that supervision helps them learn new teaching techniques (Mean= 3.52), pointing a potential gap between observation and actionable feedback. The findings imply that, although educators tend to view instructional supervision as a positive force, how it is implemented ought to be refined.

Majority of teachers 89% overwhelmingly indicated that they prepare lesson notes regularly (Mean = 4.46, StD = 0.937), which suggests intense devotion to vocational tasks. The positive perception of preparing professional documents (Mean = 4.22, StD = 1.069) further reinforces this dedication.

Based on the findings (Mean= 3.68, StD= 1.29), the research outcomes highlighted that teachers in Igembe North sub-county perceived instructional supervision positively since the grand mean is above the criterion mean of 3.0 determined for making decisions. Most teachers found supervision beneficial for their professional development, teaching improvement, and student learning. The results are in consonance with Manduku et al. (2021) who found out that teachers perceived instructional supervision as a valuable instrument for career improvement, leading to improved teaching practices and enhanced student learning outcomes. To determine the factors that influenced the mean perception scores, the study tested the difference in the mean perception of teachers toward instructional supervision concerning the teachers' gender, age, and education level.

### 4.5.1 Differences in mean perceptions when teachers are categorized by gender

The researcher sought to examine the mean differences between male and female teachers in their perceptions towards principals' instructional supervisory role. The study present the results of the hypotheses in Table 4.15.

The results in Table 4.14 show the mean ratings of male and female instructors on principals' instructional supervision. The mean perceptions of male instructors is 3.7538 while the mean perception score for female teachers is 3.5726. This implies that male teachers have slightly higher perception of principals' instructional supervisory role compared to female teachers. The numerical difference in mean perceptions indicate a slight tendency for male teachers to rate principals' instructional supervisory role more favorably than female teachers. The findings stand in stark contrast to those of Bada et al. (2020) who pinpointed that female teachers had greater mean scores than male teachers for each instructional leadership item. To determine whether there was a statistically significant difference in the mean perception of gender-diverse educators toward principals' instructional supervisory role, the researcher conducted an independent sample t-test. The results are pesented in Table 4.15.

$H_0$: There is no significant difference in the mean perception of teachers toward principals' instructional supervisory role when teachers are categorized by gender.

**Table 4. 14:** Teachers' Perceptions Mean Ratings

| Group Statistics | | | | |
|---|---|---|---|---|
| Mean | Gender | N | Mean | StD |
| Perceptions | Male | 59 | 3.7538 | .62453 |
| | Female | 41 | 3.5726 | .58102 |

**Table 4. 15:** Independent Sample *T*-Test to Compare Mean Difference of Male and Female Teachers in their Perceptions

| Levenes' test for Equality of Variances | | t-test for Equality of Mean | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Sig | t | df | Sig. (2-tailed) | Mean Difference | Std Error Difference | 95% C.I of the Difference | |
| | | | | | | | Lower | Upper |
| Equal Variances Assumed | .932 | 1.468 | 98 | .145 | .18124 | .12345 | -.06373 | .42622 |
| Equal Variances not Assumed | | 1.488 | 98 | .145 | .18124 | .12184 | -.06081 | .42330 |

The hypotheses were guided by the test criterion that if the p-value is less than the significance level of 0.05, the null hypothesis would be rejected and the alternative hypothesis would be accepted. If the p-value is greater than 0.05, a decision would be made that there exists no significant mean difference in the teachers' perceptions towards principals' instructional supervisory role. As evidenced by the findings in Table 4.15, the p-value under the column for Levenes' test for equality of variance surpassed the significance threshold, ($p= 0.932, > \alpha= 0.05$). The results under the row equal variance assumed were interpreted. The results in Table 4.15 present t-value of 1.468, df= 98 and $p= 0.145$, $p>\alpha$ 0.05. Although the male teachers had a higher mean rating than female teachers, the difference is not statistically significant at the 0.05 level. Given that the p-value surpasses conventional cutoff of 0.05, the study failed to reject the null hypothesis. This suggests that there was no statistically significant difference in the mean perception of educators toward principals' instructional supervisory role when teachers were categorized by gender. The data portray that educators of both genders in Igembe North sub-county generally perceived principals' instructional supervisory role in a similar manner. The study findings are in tandem with Chinedu (2021) who revealed that there existed no significant link between the role of instructional supervision and the effectiveness of the teachers when teachers were categorized by gender. The results further concurred with Ilgan et al. (2015) who found that the perceptions of educators of both genders displayed no significant variation in their views of principals' supervision. More so, the study results strike a chord with Webster and Litchka (2020) who demonstrated that there existed no statistically significant difference in the perceptions of teachers on the effectiveness of the school heads' instructional leadership based on the gender of the teachers. The study implies that principals' supervisory practices are applied uniformly across teachers without gender bias, meaning that strategies to strengthen instructional supervision can be developed and implemented without the need for gender-based distinctions.

### 4.5.2 Difference in Mean Perception when Teachers are Categorized by Age

Additionally, the research explored the difference in the mean perceptions when teachers were categorized by age. To determine whether the mean differences were statistically significant or not amid the teachers' age groups, the researcher conducted a one-way analysis of variance to test the second hypothesis. The results are portrayed in Table 4.16.

$H_{02}$: There is no significant difference in the mean perception of teachers toward principals' instructional supervisory role when teachers are categorized by age.

**Table 4. 16:** Difference in Mean Perceptions when Teachers are Categorized by Age

| | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** |
|---|---|---|---|---|---|
| Between Groups | .845 | 4 | .211 | .556 | .695 |
| Within Groups | 36.075 | 95 | .380 | | |
| **Total** | **36.920** | **99** | | | |

The findings depicted in Table 4.16 portrayed that F statistic, F = 0.556, df = (4, 95): 4 degrees of freedom between groups and 95 degrees of freedom within groups and p-value, p = 0.695. The sum of squares between groups (0.845) is small compared to sum of squares within groups (36.075) indicating that most of the variations in perceptions comes from individual differences rather than age differences. This implies that teachers, regardless of their age, share similar views towards instructional supervision. Following the decision rule set earlier, if the p-value falls below the significance criterion of 0.05, the null hypothesis would be rejected. If the p –value exceeds 0.05, a decision would be made that there exists no significant mean difference. The study findings revealed that p = 0.695 surpassed the significance threshold, α= 0.05. The study establishes that there exists no mean differences in the teachers perceptions toward principals' instructional supervisory role when teachers are categorized by age. The null hypothesis remained tenable based on the results. This indicated that teachers' views on instructional supervision were not significantly shaped by age.

### 4.5.3 Difference in Mean perceptions when Teachers are Categorized by Education Qualification

To examine whether there was a statistically significant difference in mean perception of teachers towards principals' instructional supervisory role when teachers are categorized by education qualification, one way Anova was computed. The outcomes of this analysis are portrayed in Table 4.17.

**Table 4. 17:** Difference in Mean Perceptions when Teachers are Categorized by Education Qualification

| | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig** |
|---|---|---|---|---|---|
| Between Groups | .268 | 4 | .067 | .174 | .951 |
| Within Groups | 36.652 | 95 | .386 | | |
| **Total** | **36.920** | **99** | | | |

The findings presented in Table 4.17 show F statistics, F= 0.174, which is quite low, implying that the variance between groups (teachers with different educational qualifications) is smaller compared to the variance within groups. The sum of squares between groups (0.268) is considerably smaller compared to the sum of squares within groups (36.652) suggesting that the differences in perception are primarily due to individual variations rather than education qualification. According to the study findings, p-value surpassed the conventional cutoff 0.05 ($p= 0.951$, $p > \alpha$ 0.05). Following the decision rule set earlier, the p-value was greater than the alpha value of 0.05, therefore, the study fails to reject the null hypothesis. The study findings concluded that there existed no significant difference in the mean perceptions of instructors towards principals' instructional supervisory role when teachers are categorized by education qualification. This indicates that regardless of education qualifications, teachers tend to perceive instructional supervision in relatively similar manner in Igembe North Sub County. The study findings contracted Kipkoech et al. (2019) who found a positive significant relationship between teachers' educational qualifications and their perceptions towards instructional supervision in Keiyo North Sub County.

## 4.6 Constraints Faced by the Principals when Executing Instructional Supervisory Role

A subsequent objective of this research sought to assess the constraints school heads encounter when excuting the instructional supervisory role. The findings are portrayed in Table 4.18.

As portrayed in Table 4.18, 44% of the teachers agreed that principals had limited time for supervision while 50% disagreed on the same with 6% remaining undecided. Similar sentiments were aired during the interviews with one principal highlighting:

> "The most constraint is about time, sometimes I am expected to check teacher professional documents and there many classes to teach." DS/M/06/10.

Similar views were shared by another principal during the interviews who postulated: "Workload can affect my time, the time may not be adequate but I have to conduct supervision though the program is interrupted."BB/M/05/10.

The interview extract above implies that the cause of limited time could be attributed to heavy workload that hindered effective instructional supervision. The findings portray that lack of adequate time to conduct instructional supervision due to heavy workload was the most common obstacle faced by the principals when conducting their supervisory role (Anatole, 2024; Brandon et al., 2018).

**Table 4.18:** Constraints To Principals' Implementing Instructional Supervision Practices

| Statement | SA % | A % | U % | D % | SD % | Mean | StD |
|---|---|---|---|---|---|---|---|
| The principal has limited time for supervision | 14 | 30 | 6 | 18 | 32 | 2.76 | 1.512 |
| Workload bars principals from carrying out instructional supervision | 11 | 32 | 11 | 17 | 29 | 2.79 | 1.438 |
| Principals lack knowledge of instructional supervision | 8 | 13 | 7 | 19 | 53 | 2.04 | 1.363 |
| Inadequate interpersonal relationship between the principal and the teachers | 15 | 18 | 10 | 21 | 36 | 2.55 | 1.500 |
| Principals spend most of their time in other administrative tasks other than instructional supervision | 21 | 22 | 14 | 18 | 25 | 2.96 | 1.504 |
| Teachers' negative attitude towards instructional supervision | 16 | 18 | 14 | 20 | 32 | 2.66 | 1.485 |
| Overloaded curriculum | 29 | 22 | 14 | 17 | 18 | 3.27 | 1.490 |
| Overworked teachers | 26 | 26 | 10 | 19 | 19 | 3.21 | 1.493 |
| Teachers lack of commitment and cooperation | 7 | 8 | 8 | 23 | 54 | 1.91 | 1.256 |

Table 4.18 also portrays that 43% of the teacher agreed that workload hindered principals from conducting instructional supervision with 46% disagreeing. During the in-depth interviews, one principal underscored:

> "Workload is much involving since I have to supervise teachers and also go to class to teach, the time is not enough to check student' notes and assignments and supervise teachers. In a day secondary school, one is in school for some hours unlike in boarding schools." DS/F/O3/10.

Still on the same, another principal pointed out: "I am overloaded, I am handling four subjects together with other administrative duties, therefore, supervisory duty is affected while I am teaching and other administrative duties." DS/M/07/10.

The principals’ responses indicate their excessive workload prevented them from carrying out supervisory duties effectively. In supporting the above results, findings of Terra  (2019) and Cansoy et al. (2024) revealed that insufficient time and excessive workload were major challenges that hindered principals from implementing the supervisory duty.

In Table 4.18, 72% of the instructors disagreed on the item that school heads lack knowledge of instructional supervision and 21% agreed on the item with 7% remaining undecided. The analysis led to the conclusion that principals were skilled to conduct instructional supervision. Conversely, Abera (2020), Brandon et al. (2018) and Terra (2019) found that principals lacked content knowledge on instructional supervision which resulted to instructional mismatch since principals gave teachers feedback limited to their subject area.

As demonstrated by the results shown in Table 4.18, 57% of the teachers expressed disagreemet regarding inadequate interpersonal relationship between the principal and teachers, while 33% of the teachers agreed with the statement. Teachers expressed diverse responses on the matter. Shaked (2021) found that principals were unable to conduct formal instructional supervision because of lack of strong interpersonal relationship among staff.

Table 4.18 portrayed that 43% of the teachers agreed, while another 43% disagreed on the point that principals devote more of their time to administrative duties than to instructional supervision. Supporting these findings Kurka and Berhanu (2019) revealed that heads of  secondary school were burdened with managerial responsibilities, giving them minimal time to conduct classroom visits and observe teachers’ instructional practices.

The information in Table 4.18 showed that a significant portion 52% of the teachers agreed on teachers are overworked. Additionally, 51% of the instructors affirmed that the curriculum is overloaded. The findings suggest that educators were overwhelmed due to an overloaded curriculum, which stemmed from a shortage of staff in secondary schools. The findings align with Sahin-Taskin (2017) whose results revealed that teachers in Turkey were burdened, and there was the need for the government to hire more teachers in schools to alleviate the burden on teachers, particularly in terms of lesson planning and completing other professional records that currently overloads teachers.

Table 4.18 also highlighted that 34% of the school heads identified instructors' negative attitudes towaeds instructional supervision as an additional challenge. The findings from in-depth interviews were consistent with these results, as one principal remarked: "Teachers prepare the professional documents because it is a requirement not that they like it, they say these documents are not worthy for teaching." In a similar context, another principal mentioned that: "Sometimes teachers are late to prepare professional documents, other times they feel it is taking much of their time than teaching." Weerakoon (2017) identified that a notable obstacle encountered by school leaders in instructional supervision in Sri Lanka was the negative attitude of the instructors towards supervision.

Based on the interview findings, the interviewees expressed the following regarding teachers' commitment and cooperation.

> "Teachers are commited in my school, even though there are a lot of students, they sacrifice a lot and struggle."DS/M/06/10. Under the same circumstances, another principal mentioned: "My teachers are very commited because they are in school through out for remedials even without payment." DS/M/04/10.

The interview excerpt above corroborate the 77% of the educators who opposed that instructors  lack commitment and cooperation. This denotes that instructors were dedicted and collaborative in implementing instructional practices.

### 4.7 Challenges  Affecting Student Academic Performance

During the data collection period, both teachers and students expressed concerns about challenges they believed influenced student academic achievement. The findings are displayed in Table 4.19.

**Table 4. 19:** Barriers to Student Academic Success

| | f | % |
|---|---|---|
| **Challenges presented by teachers** | | |
| Chronic absenteeism | 61 | 61.0 |
| Inadequate instructional materials | 24 | 24.0 |
| Lack of ICT | 6 | 6.0 |
| Low entry behavior | 32 | 32.0 |
| Overpopulation | 11 | 11.0 |
| Drug abuse | 14 | 14.0 |
| Negative attitude toward some subjects | 9 | 9.0 |
| Lack of intrinsic motivation | 10 | 10.0 |
| **Challenges presented by students** | | |
| Lack of instructional materials | 195 | 60.4 |
| Late syllabus coverage | 29 | 9.0 |
| Negative attitude | 20 | 6.2 |
| Absenteeism | 82 | 25.5 |
| Lack of school fees | 148 | 46.0 |
| Lack of teacher commitment | 42 | 13.0 |
| Understaffing | 54 | 16.8 |
| Overpopulation | 12 | 3.7 |
| Total | 582 | 180.2 |

Note: The total is not 100% because of multiple responses

The results displayed in Table 4.19 reflect that 61% of the instructors reported student chronic absenteeism as the most prevalent challenge affecting student academic performance. Additionally, Table 4.19 highlights that 25.5% of the learners identified absenteeism as a challenge affecting their academic performance. A similar perspective was expressed by one principal during the interviews who mentioned:

> "Wueh! Wueh! What do we say? Student absenteeism is above chronic absenteeism, other students dropped because of early marriages, financial crisis, miraa influence, and early pregnancy." (DS/F/03/10).

The interview extract above implies that factors such as financial crisis, early marriages, miraa influence and early pregnancy may contribute to chronic student absenteeism.

Table 4.19 pointed out that 60.4% of the students expressed dissatisfaction with the instructional materials available in the schools. This demonstrated that most students were discontented with the insufficient teaching resources provided. The researcher associated this concern with overpopulation as mentioned by one interviewee:

> "…… The school population has gone beyond the capacity to be helped by the infrastructure, textbooks are on average because the government supply is under because we are five streamed school and the government supplies books for two streams, we have a deficit." (DS/M/07/10).

The interview excerpt from one interviewee agrees with the study by Munir and Lawal (2020) who asserted that availability of teaching resources greatly influence students' academic outcomes. Learners exposed to these materials tend to achieve higher performance than those who are taught without them.

As illustrated in Table 4.19, 46% of the learners identified lack of school fees as a challenge influencing their academic performance. This suggest that financial hardship was a significant factor contributing to chronic absenteeism among students, as mentioned in an earlier section of this study. The findings from the in-depth interviews were consistent with these results, during the interviews, one principal mentioned:

> "Some of the challenges is that of fees payment on time, there are lukeworms, unless parents are coerced they do not part with their money. Some students spend a lot of time at home." DS/M/07/10.

The information in Table 4.19 reveal that 14% of the educators reported drug abuse as a determinant to underperformance in academics, primarily due to student absenteeism. During the interviews, two principals mentioned miraa use as a contributing factor to chronic student absenteeism. Bugbee et al. (2019) made analogous remarks that substance use was a barrier to academic success among high school seniors in US. Students who used drugs were more likely to skip school and attain lower grades. Additionally, findings from Mekonen et al. (2017) underscored that smoking, khat chewing and alcohol consumption were significantly and negatively correlated with students' academic performance.

### 4.8 Suggested  Approaches for Addressing the Challenges

This part of the study outlines the recommendations for addressing the challenges affecting student academic performance. The findings presented reflect the suggestions made by both the teachers and students.

**Table 4.20:** Proposed Strategies for Addressing the Challenges

| **Teachers' and students' proposed strategies** | Frequency | Percent |
|---|---|---|
| **Teachers** | | |
| Government provision of instructional resources | 43 | 44.8 |
| Guidance and counselling | 26 | 27.1 |
| Parental involvement | 35 | 36.5 |
| Motivation | 12 | 12.5 |
| Revision of student placement criteria | 22 | 22.9 |
| **Students** | | |
| Government provision of instructional resources | 200 | 70.9 |
| Early syllabus coverage | 21 | 7.4 |
| Parental involvement | 64 | 22.7 |
| Teacher commitment | 34 | 12.1 |
| Motivation | 20 | 7.1 |

The findings shown in Table 4.20 demostrated that 70.9% of the students and 44.8% of the teachers suggested government provision of instructional resources. The findings implies that both teachers and students expressed dissatisfaction with insufficient and delayed government supply of instructional resources including textbooks, exercise books, laboratory facilities and library materials. The results are compatible with the results portrayed in the earlier segment of this study which revealed that inadequate and untimely allocation of instructional materials by the government adversely affect student learning. The study has revealed that adequate and timely suppy of learning materials is a requisite for effective instructional process. The study's findings align with Arumuru and David (2024), whose research emphasized the importance of schools prioritizing timely distribution of instructional resources.

Parental involvement in education was proposed by 36.5% of the teachers and backed up by 22.7% of the students who suggested that parental involvement in education reduces student absenteeism in school attendance and promotes student academic achievement through its impact on student academic engagement. During the interviews principals revealed lack of parental support in the school programs by revealing that parents were uncooperative. Parental involvement in education could be achieved through provision of instructional materials to the students, positive interactions with the school and keeping track of student academic progress in school. Kwarteng et al. (2022) propose that greater parental involvement in their children's school activities enhances the academic achievement. Parental support affect student motivation to learn. Naite (2021) found that learners with parents who actively participated in their education tended to perform better academically compared to those whose parents showed little or no involvement. The results recognize the significant contribution of parents in supporting the students academically as well as emotionally.

A total of 27.1% teachers recommended guidance and counseling as an important intervention, recognizing the growing need for emotional and psychological support among students. This underscores the importance of enhancing school-based guidance and counseling programs to assist students in managing both academic and personal challenges effectively. Canu and Sitinjak (2023) emphasized the significance of guidance and counseling in improving instructional process as it is pivotal in helping learners align their interests, abilities and values to realize their full potentials.

Motivation of students and teachers had been suggested by 12.5% of the teachers and 7.1% of the students. Student learning motivation inspire them to be more enthusiastic and excell in the learning process. Wilkesmann et al. (2021) discovered that motivation is essential in maintaining student involvement in the educational process and is the most critical factor influencing student learning outcomes. Intrinsically motivated students consistently strive to progress in their learning, demonstrating diligence and dedication to achieve their desired academic performance. Students who lack motivation to learn experience decline in academic performance due to lack of encouragement to engage in learning activities (Yahya et al., 2023). Additionally, Gicheha et al. (2023) discovered that teachers' motivation, influenced by factors such as target setting, competitive remuneration, staff development opportunities, and constructive feedback, significantly impacted school performance. The findings further revealed that in top-performing schools, motivated teachers contributed to the excellent performance whereas lack of teacher motivation in lower-tier sub-county schools led to poorer performance.

Further, 22.9% of teachers suggested revision of student placement criteria as a better practice of achieving the ultimate goal of improved student educational attainment. Teacher commitment was proposed by 12.1% of the students as an important aspect of improving academic achievement. Chinelo et al. (2023) found out that educators who are dedicated to their profession exhibit greater enthusiasm and invest more time and effort in teaching students, ultimately enhancing their academic achievement. A school with dedicated teachers has the highest likelihood of achieving academic success, as committed educators are often more effective in delivering high-quality and efficient teaching services within the school.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter outlines the key results of the study and the corresponding conclusions. This chapter additionally presents recommendations and suggestions for future research.

## 5.2 Summary of the Findings

This study summarized the findings grounded in the specific research objectives which included: to examine the influence of principals' instructional supervisory techniques on student academic performance, to analyze instructional factors influencing student academic performance, to determine teachers' perceptions towards principas' instructional supervisory role and to explore constraints faced by the principals when executing the supervisory role.

### 5.2.1 Influence of Principals' Instructional Supervisory Techniques on Student Academic Performance

The research aimed to investigate the influence of principals' instructional supervisory techniques on student learning outcomes in Igembe North sub-county. The research findings revealed that principals' instructional supervisory techniques significantly influenced student academic performance in Igembe North sub-county. Based on one sample *t*-test results, findings indicated a positive and significant influence of principals' instructional supervisory techniques on student learning outcomes ($t= -3.139$, $df = 99$, $p =0.002$, $t = -3.773$, $df = 322$, $p = 0.001$). The findings suggest that principals' efficient instructional supervision significantly contributes to improved student academic achievement. The significant mean difference indicate that the current practices lack the consistency to achieve the desired outcomes. The research found that principals performed instructional supervision poorly, which negatively affected the learning outcomes of the students. Moreover, the results highlighted a critical gap in principals' instructional supervisory activities, which adversely impacted the overall quality of education and student learning outcomes. Pedagogical approaches such as classroom observations, checking schemes of work, lesson plans, lesson notes, students' notebooks and assignments were infrequently conducted by the principals. Classroom observations were overlooked by principals and were not carried out in certain schools.

### 5.2.2 Instructional Factors Influencing Student Academic Performance

The study findings identified instructional factors influencing student academic performance, including: student chronic absenteeism, understaffing, student overpopulation, inadequate instructional materials, inadequate syllabus coverage, inadequate school facilities such as laboratories and classrooms, lack of school library, and student low entry behavior were cited as the major factors affecting student academic performance in Igembe North sub-county. Factors such as financial hardships and miraa influence largely contributed to student chronic absenteeism. In addition, understaffing was contributed by student overpopulation in secondary schools. Also, inadequate syllabus coverage was contributed by student chronic absenteeism, large number of student in classrooms and inadequate number of teachers in schools.

### 5.2.3 Teachers' Perceptions Towards Principals' Instructional Supervisory Role

The study further assessed teachers perceptions towards principals' instructional supervisory role in Igembe North sub-county. Teachers' results gauged on a 5-point Likert scale indicated that teachers held very positive perceptions of principals' instructional supervisory role. The findings also indicated that teachers perceived instructional supervision by the principals as a mode of capacity building and career advancement. However, the findings revealed that teachers perceived supervision as authoritative and controlling, rather than democratic and collaborative. From the results shown in Table 4.14, the mean rating of male instructors on supervision is (3.7538) compared to the mean rating of female teachers (3.5726). Since the mean rating for supervision is higher among male teachers compared to female teachers, this indicates that the majority male rating was higher than female rating. Although the male teachers had a higher mean rating than female teachers, the difference is not statistically significant at the 0.05 level. Teacher characteristics such as age, gender and education qualification did not significantly influence their perceptions at 0.05 significance level, implying that teacher perceptions remained consistent regardless of their demographic differences. As such, principals can adopt uniform strategies in their supervisory roles without the need for differentiated approaches based on gender, age or educational background.

### 5.2.4 Constraints to Principals' Implementation of Supervisory Practices

The study sought to explore obstacles that hinder secondary school heads' dedication to carry out and maintain effective instructional supervision practices. The most commonly highlighted constraints include limited time, excessive workload, heavy administrative duties, overburdened teachers, and teachers' negative attitudes towards instructional supervision. The results revealed that principals allocated less time to instructional supervision practices because of an imbalance in administrative responsibilities. The constraint of overburdened teachers stemmed from understaffing in secondary schools. Teachers' negative attitude towards instructional supervision may have emanated from the authoritative and controlling approach taken by the principals during the supervision process.

## 5.3 Conclusions

The study established that principals' instructional supervision significantly influences student performance. However, the findings revealed a stronger emphasis on administrative oversight such as attendance, punctuality, and record-keeping at the expense of classroom observations and lesson monitoring. This imbalance has created gaps in the supervision process, contributing to declining student achievement. A concerning gap also exists between policy expectations and actual instructional supervision, where principals' practices are not fully aligned with educational standards.

The study further concludes that while instructional supervision is beneficial to teacher professional development and student learning, many teachers perceive it negatively as fault-finding, authoritative, and unwelcomed during classroom observations. This raises concerns, as the effectiveness of supervision depends greatly on how it is carried out.

Additionally, inadequate and delayed provision of instructional resources, incomplete syllabus coverage, student chronic absenteeism, understaffing, overworked teachers and overcrowded classrooms undermined student academic performance, while principals' excessive workload and heavy administrative duties limited the time available for effective instructional supervision.

## 5.4 Recommendations

In light of the results, the research proposes the subsequent suggestions: Educational policymakers should implement clear guidelines and accountability frameworks to ensure that principals consistently apply effective supervisory techniques to improve student academic performance.

The study recommends a democratic and developmental supervision model to enhance teachers' confidence, reduce anxiety and foster a more positive attitude towards classroom observation. Instructional supervision when conducted fairly and supportively, significantly contribute to professional development of teachers.

The study recommends that educational policymakers strengthen the Kenya Education Management Institute (KEMI) training programs for principals and other supervisors. The training should emphasize the development of democratic competencies in instructional supervision, including empathetic communication and constructive feedback, in order to reduce the perception of supervision as authoritative or fault-finding. In addition, KEMI programs should integrate practical strategies that minimize stress associated with classroom observation, such as pre-observation meetings, collaborative goal setting, and post-observation reflective dialogue. This approach would make instructional supervision more supportive, collegial, and growth-oriented, thereby enhancing both teacher professional development and student academic performance.

The TSC and MOEST should enhance teachers' awareness of the importance of embracing instructional supervision by organizing regular workshops, seminars and in-service training sessions.

To enhance the learning environment and improve student learning outcomes, it is proposed that stakeholders, including the government, school administration, and community partners, prioritize the provision and expansion of essential physical facilities. This includes constructing well-equipped laboratories for science subjects and adequately stocking the school library with relevant learning and revision materials. Additionally, collaboration with external organizations and resource mobilization initiatives should be explored to address these infrastructural deficiencies effectively.

To enhance instructional supervision, principals' administrative workload should be reduced through task delegation, allowing more focus on supervision. Addressing teacher understaffing will help alleviate excessive workload, improving engagement in the supervision process. Additionally, principals should adopt a collaborative rather than authoritative approach to foster a positive perception of supervision. Structured schedules should be implemented to allocate time for supervision without disrupting other duties. Finally, continuous dialogue among stakeholders is essential to promote a shared understanding of effective instructional supervision practices.

### 5.5 Suggestions for Further Research

Future research could:

Investigate the effectiveness of mentorship-based and peer-led instructional supervision models on teacher performance and student learning outcomes.

Examine intervention strategies to address chronic absenteeism, particularly in regions affected by economic hardships, drug use, and other social challenges.

Assess the role of improved school facilities and learning resources in enhancing instructional delivery and student academic performance.

Explore how principals can effectively balance administrative duties with instructional supervisory responsibilities to maximize school effectiveness.

Assess the role of improved school facilities and learning resources in enhancing instructional delivery and student academic performance.

Study on the extent to which community and parental engagement contributes to improved student performance and how schools can strengthen these partnerships.

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## APPENDICES

### Appendix 1: Interview Guide for Principals

I am a postgraduate student from the University of Embu pursuing a Master's degree in Educational Administration and Planning. To fulfill one of the academic requirements in the program, I am researching on principals*' instructional supervisory role on student* academic *performance in selected public secondary schools in Igembe North Sub County*.

Specifically, I am interested in all the measures by the school principals to enhance teaching and learning in schools and the contribution of these measures to student academic performance. As a supervisor of school activities, your contribution will be useful to this study and highly appreciated. Confidentiality of the information you will give will be strictly upheld. The information given will be used for study purposes only.

**INSTRUCTIONS**

Please do not write your name or that of the school.

**Section A: Demographic data**

1. Gender? Male ( ) Female ( )
2. Age bracket (years)?25-30( ) 31-40( ) Above 40 years ( )
3. Years of experience as a school principal? 1-5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( ) Above 20 years ( )
4. What is the highest level of your education? Diploma ( ) B.E.D ( ) PGDE ( )
   Masters ( ) Ph.D. ( ) Others (specify)…………………………………….
5. Have you undertaken courses in administration and management?
   Yes ( ) No ( )
6. Explain your response in question 5 (a) above
   ……………………………………………………………………………
   ……………………………………………………………………………
   ……………………………………………………………………………

**SECTION B**

**7.** What instructional supervisory duties do you have as the school principal?

**8.** In what ways do you supervise your teachers? (Probe on the checking of teacher professional documents, classroom observation, seminars, and workshops, monitoring student progress records and class visits).

**9.** How do you give teachers feedback after lesson observation?

**10.** In which ways do you carry out instructional supervision on students? (probe on checking the student progress records, checking student notes, assignments and class register)

**11.** What are the instructional factors that influence student academic performance in your school? (probe more on syllabus coverage, understaffing, overstaffing, student absenteeism, availability of instructional materials, time for checking teachers' professional documents and school infrastructure)

**12.** What are the challenges you face in carrying out instructional supervision in your school? (Probe on teachers' attitude, teacher's commitment, workload, availability of time to check teacher professional documents, student notes and assignments, administrative experience).

**13.** Given the purpose of my study, is there anything you think is important for me to know that possibly did not come up during our engagement?

**The End**

**Thank you for your time**

## Appendix 2: Questionnaire for Teachers

I am a postgraduate student from the University of Embu pursuing a Masters' degree in Educational Administration and Planning. To fulfill one of the academic requirements in the program, I am carrying out research on *Principals' instructional supervisory role on student academic performance in* selected *public secondary schools in Igembe North Sub County*. Specifically, I am interested in all the measures by the school principals to enhance teaching and learning in schools and the contribution of these measures to student academic performance. As the curriculum implementer, your contribution will be useful to this study and highly appreciated. Confidentiality of the information you will give will be strictly upheld. The information given will be used for study purposes only.

**INSTRUCTIONS**

Kindly do not write your name on the questionnaire. Please answer all questions honestly. Use the options provided or write your response where applicable. There are no right or wrong answers.

**SECTION A: Demographic data**

1. Gender: Male ( ) Female ( )
2. Age bracket (Years): 20-25( ) 26-30( ) 31-35( ) 35-40( ) Above 41 years ( )
3. Highest education qualification: Diploma ( ) B.Ed. ( ) PGDE ( ) M.Ed. () others (Please specify)……………………..
4. Teaching experience: less than 5 years( ) 6-10 years( ) 11-15 years ( ) 16-20 years ( ) Above 20 years ( )

**SECTION B: Forms of instructional techniques used by Principals**

5. Indicate with a tick on the list below, how often your Principal supervises instructions in your school

| **Principal supervisory techniques** | **Daily** | **Weekly** | **Monthly** | **Termly** | **Never** |
|---|---|---|---|---|---|
| Checks teachers' scheme of work | | | | | |
| Checks lesson plans and teacher lesson notes | | | | | |
| Checks record of work covered by the teachers | | | | | |
| Monitors student progress records | | | | | |
| Discusses student performance with teachers | | | | | |
| Checks student's notes and assignments | | | | | |
| Regularly visits classroom for lesson observation | | | | | |
| Checks teacher punctuality in lesson attendance | | | | | |
| Provides opportunities for workshops, seminars, and in-service training for teachers | | | | | |
| Monitors syllabus coverage | | | | | |
| Provides teaching and learning materials | | | | | |
| Monitors clock-in/clock-out book | | | | | |
| Gives immediate feedback after lesson observation | | | | | |

**SECTION C: Teacher's perceptions towards principals' instructional supervision**

6. Using the Likert scale provided, rate the following statements to indicate your perception of principals' instructional supervision role on student performance.

**NB. Strongly Agree=5; Agree=4; Neutral=3; Disagree=2; strongly disagree=1**

| **Statement on teacher's perceptions of Principals' Supervision** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| I am satisfied with the classroom observation | | | | | |
| The principal carries out supervision fairly | | | | | |
| I like to prepare my professional documents | | | | | |
| Classroom observation makes me anxious | | | | | |
| Classroom observation enhances teacher's development | | | | | |
| Supervision lead to improvement in my teaching | | | | | |
| Classroom observation has positive effects on student learning | | | | | |
| Supervision is a form of professional development | | | | | |
| I always prepare lesson notes on time | | | | | |
| I dislike lesson observation | | | | | |
| Supervision is more of a fault-finding | | | | | |
| Supervision is important for my professional development | | | | | |
| Supervision aims to control teachers | | | | | |
| Supervision is more authoritative than democratic | | | | | |
| Classroom visits are unplanned | | | | | |
| Supervision helps in improving my teaching strategies | | | | | |
| The principal employs a friendly approach during supervision | | | | | |
| I am confident in the presence of the supervisor | | | | | |
| Supervision of teaching and learning can improve school mean grade | | | | | |
| Supervision helps me to be a better teacher | | | | | |
| Through supervision, I learn new teaching techniques | | | | | |

**SECTION D: Instructional factors that affect student performance**

7. Indicate the level of agreement or disagreement with following supervisory factors that influence student academic performance in your school. 5-strongly agree, 4- agree, 3- undecided, 2-disagree and 1-strongly disagree.

| **Statement on Instructional Supervisory Factors** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| The syllabus is fully covered | | | | | |
| The school has enough text books for each subject | | | | | |
| The principal lacks enough time to check teachers' professional documents | | | | | |
| The teachers lack enough time to check student notes and mark assignments | | | | | |
| Student chronic absenteeism affect their academic performance | | | | | |
| Understaffing makes instructional supervision difficult | | | | | |
| The school library has enough textbooks for each subject | | | | | |
| Students like taking their practical lessons in the laboratory | | | | | |
| The school has enough revision books | | | | | |
| The school has an adequate number of teachers required for each subjects | | | | | |
| Understaffing makes teachers to teach beyond their areas of specialization | | | | | |
| Student low entry behavior influence their academic performance | | | | | |
| The students are overcrowded in the classrooms | | | | | |
| The classrooms lack enough furniture for students | | | | | |

**SECTION E: Principals' instructional supervisory constraint**

8. Indicate with a tick your level of agreement or disagreement with the following statement on constraints facing principals in executing instructional supervisory roles.

   **NB. 5= strongly agree, 4=Agree, 3= undecided, 2=Disagree, 1= strongly disagree**

| **Statement on principals' instructional supervisory constraints** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| The principal has limited time for supervision | | | | | |
| Workload bars the principal from carrying out instructional supervision | | | | | |
| Principals lack knowledge of instructional supervision | | | | | |
| Inadequate interpersonal relationship between the principal and the teachers | | | | | |
| Principals spend most of their time on other administrative tasks other than instructional supervision | | | | | |
| Teacher's negative attitude towards instructional supervision | | | | | |

9. What are some of the challenges that hinder student academic performance in your school?

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10. Suggest ways of addressing the challenges mentioned in (question 9)

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## Appendix 3: Questionnaire for Students

I am a postgraduate student from the University of Embu pursuing a Masters degree in Educational Administration and Planning. I am researching on *Principals' instructional supervisory role on student academic performance in selected public secondary schools in Igembe North Sub County.* Being the ones who receive direct instructions from the teachers, you are selected as study participants since supervision might influence your performance. Your participation in the study will be highly appreciated. Kindly be honest and the information you will give will be treated with a lot of confidentiality. Please do not write your admission number or your name anywhere in this questionnaire. The information will be used only for the study purpose.

### Section A: Demographic data

1. Gender: Male ( ) Female ( )
2. Age (years): 12-15( ) 16-20( ) above 20( )
3. Parental occupation……………………………..
4. School type: Mixed day ( ) Girls boarding ( ) Boys boarding ( ) Mixed boarding ( )

### SECTION B: Forms of instructional supervision used by the principals

5. Indicate with a tick (✓) how often your principal carries out the following instructional supervisory practices.

**NB. 5=Very often, 4=Often, 3=Sometimes, 2=rarely, 1=Never**

| Statement on Supervision | Very often | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|
| The principal visits our class to observe teachers when teaching | | | | | |
| I have seen my teachers being supervised in a class by the principal | | | | | |
| The principal visits classes to check teacher lesson attendance | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| The principal checks students' syllabus coverage | | | | | |
| The principal assigns the class reps duty to note teachers who attend or fail to attend their lessons | | | | | |
| The principal regularly checks my exercise books to find out what is taught | | | | | |
| The principal checks whether the assignments are checked | | | | | |
| The principal checks class attendance records | | | | | |
| The principal visits class when the teacher is teaching once per term | | | | | |

**SECTION C: Instructional factors influencing student academic performance**

6. Using the scale provided, rate the following statements to indicate your level of agreement on instructional factors that influence student academic performance.

**NB.5= Strongly Agree; 4= Agree; 3= Undecided; 2= Disagree; 1=strongly disagree**.

| **Statement on Factors that influence student academic performance** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| Sometimes I am absent from the school | | | | | |
| My school has enough text books for each subject | | | | | |
| Teachers have limited time to check my notes and mark assignment | | | | | |
| We have enough teachers for every subject | | | | | |
| Our school library has enough books for all subjects | | | | | |
| I like taking my practical lessons in the laboratory | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| We discuss with my subject teachers my examination results | | | | | |
| My subject teachers cover the syllabus on time | | | | | |
| My subject teachers set performance targets for KCSE | | | | | |
| Our library has enough revision books | | | | | |
| Our classroom has enough chairs and lockers | | | | | |
| Our classrooms have electricity | | | | | |
| Our classroom is overcrowded | | | | | |
| My school has a laboratory for each science subject | | | | | |

**SECTION D: Challenges that hinder student academic performance**

7 What are some of the challenges that hinder your academic performance?

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8 Suggest ways of addressing the challenges mentioned in (question 7)

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**The End.**

**Thank you for your time.**

**Appendix 4: Questionnaire/Interview Validation Matrix**

| CRITERIA | SCORE<br>YES | NO | The question that needs to be improved or revised. List page and question number. |
|---|---|---|---|
| Clarity of the question | | | |
| Precise and concise questions | | | |
| Use of affirmative to ask questions | | | |
| Ambiguity | | | |
| Unbiased questions | | | |
| Terms that are easy to understand | | | |
| Appropriate responses listed | | | |
| Questions that apply to the respondent daily routine | | | |
| Use of technical language | | | |
| Succinct questions that answer research objectives and hypotheses | | | |
| The measure of forms of instructional supervision used by principals | | | |
| The measure of instructional factors influencing student academic performance | | | |
| The measure of teachers' perceptions towards principals' instructional supervision | | | |
| The measure of supervisory constraints faced by secondary school principals | | | |

## Appendix 5: Participant Informed Consent

You have been selected to participate in this study whose purpose is to investigate principals' instructional supervision on student academic performance in public secondary schools. Questionnaires, interview guides, and document analysis guides will be used to seek your views on this study.

The study seeks your views through the research tools mentioned above and your views will be held with confidentiality. Interviews will be conducted in a private place for confidentiality. Your name or personal information or written reports you will give will be kept under the custody of the researcher and only accessed by the researcher.

The study will seek your background information and no risk will be involved as a result of your participation. The information will be useful in helping to identify the extent to which the principal's instructional supervisory role influences student academic performance in Igembe North Sub County, Meru County, Kenya.

Your participation will be voluntary and you may withdraw from the study at any time you may feel uncomfortable. If you agree to participate please sign the consent form and give it back to the researcher.

I agree to voluntarily participate in this study

Participant Name……………………………………………………

Signature……………………………………………

Date………………………………………………

## Appendix 6: Document Analysis Review Guide

To acquire the school mean scores for KCSE for the past five years

| Year | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|
| School mean score(KCSE) | | | | | |

**Appendix 7: Reliability Statistics**

Reliability Statistics for the Teacher Questionnaire

| | | | |
|---|---|---|---|
| Cronbach's Alpha | Part 1 | Value | .668 |
| | | N of Items | 11[a] |
| | Part 2 | Value | .713 |
| | | N of Items | 10[b] |
| | Total N of | Items | 21 |
| Correlation Between Forms | | | .718 |
| Spearman-Brown Coefficient | Equal Length | | .836 |
| | Unequal Length | | .836 |
| Guttman Split-Half Coefficient | | | .836 |

Reliability Statistics for the Student Questionnaire

| Cronbach's Alpha | N of Items |
|---|---|
| .760 | 22 |

## Appendix 8: Research Authorization letter

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early learning and Basic Education

Email.cdemerucounty@gmail.com
Telegrams: "ELIMU" Meru
When Replying please quote
MERU

County Director of Education
Meru County
P.O. BOX 61

Ref: MRU/C/EDU/11/1/305

31st January, 2024

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION – MS BESSY KAGENI**

Reference is made to letter Ref.NO.NACOSTI/P/24/32468 dated 16th January, 2024.

Authority is hereby granted to **Ms. Bessy Kageni to** carry out research on the topic: **"PRINCIPALS' INSTRUCTIONAL SUPERVISORY ROLE ON STUDENT ACADEMIC PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN IGEMBE NORTH SUB COUNTY, KENYA,** for the period ending 16th January 2025.

Kindly accord her the necessary assistance.

FOR: COUNTY DIRECTOR OF EDUCATION
MERU COUNTY
P. O. BOX 61- 60200,
Tel: 064-32372 MERU

**P. J. MUINDE**
**For: County Director of Education**
**MERU COUNTY**

## Appendix 9: Research License

REPUBLIC OF KENYA

**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **425338**

Date of Issue: **16/January/2024**

**RESEARCH LICENSE**

**This is to Certify that Ms.. Bessy KAGENI Kageni of University of Embu, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Meru on the topic: PRINCIPALS' INSTRUCTIONAL SUPERVISORY ROLE ON STUDENT ACADEMIC PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN IGEMBE NORTH SUB COUNTY, KENYA for the period ending : 16/January/2025.**

License No: **NACOSTI/P/24/32468**

**425338**

Applicant Identification Number

Director General

**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

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