

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISION STRATEGIES ON
STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN
SAMBURU NORTH SUB-COUNTY, KENYA.**

LEKARATO SAMUEL LMEMPINA



**A THESIS SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF
EDUCATION DEGREE IN EDUCATION ADMINISTRATION LEADERSHIP AND
MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

JUNE, 2025

DECLARATION AND APPROVAL

Declaration

This Thesis is my original work and has never been presented for any academic award in any institution.

Name : Lekarato Samuel Lmempina

Reg no. MED/2021/77352

Signature: 

Date: 26/6/2025

Approval

This Thesis is being submitted for examination with our approval as University supervisors.

Dr. Gilbert Nyakundi , PHD

Mount Kenya University

Signature 

Date: 30/6/2025

Dr. Salome K. Yatich, PHD

Mount Kenya University

Signature 

Date: 1/7/2025

DEDICATION

I dedicate this work to my beloved wife Esther Nabulu for her tireless efforts and support.



ACKNOWLEDGEMENTS

First, I thank the almighty God for being with me throughout my studies at Mount Kenya University. Secondly, I express my most sincere gratitude to Dr. Gilbert Nyakundi and Dr. Salome Yatich of Mount Kenya University for their guidance that directed this work. I would also wish to express my gratitude to the senate of Mount Kenya University for giving me opportunity to study at MKU. I thank my dearest wife and my children for their financial and moral support throughout my study at Mount Kenya University. I do also acknowledge the County government of Samburu County for supporting my studies through bursaries; may our good Lord bless you. I deeply appreciate the invaluable support provided by Brother James, Saidimu, and other colleagues who took the time to review my work. Their thoughtful advice and constructive feedback significantly helped shape the direction of this thesis.



ABSTRACT

This study investigated how principals' instructional supervision strategies affect student academic performance in public secondary schools in Samburu North Sub-County, Kenya. It was guided by three specific objectives: (1) to assess the impact of principals' clinical supervision strategies on students' academic outcomes; (2) to examine the effect of principals' classroom visitation practices; and (3) to identify strategies for enhancing instructional supervision and its influence on student achievement in the study area. Data were gathered via teacher and student questionnaires, as well as interviews with principals and the County Director of Education. A descriptive survey design was employed. The research was underpinned by Pantrurrot's (2006) psychological theory of supervision. The intended population included 18 principals, 150 teachers, 900 students, and the County Director of Education, while the actual sample consisted of 15 principals, 100 teachers, 360 students, and one County Director. Participants were selected through probability sampling. Reliability for the instruments was confirmed using Cronbach's Alpha. Questionnaires were distributed to teachers and students, and principals along with the County Education Officer were interviewed. Document analysis involved reviewing schemes of work, teachers' records, lesson plans, and student progress reports to verify whether principals conducted supervisory reviews and signatures. Quantitative data were coded, tabulated, and analyzed using descriptive statistics—such as frequencies and percentages—via SPSS version 26. Findings revealed that many principals supported new teachers, reviewed schemes of work, conducted lesson observations linked with feedback, and monitored student progress to varying degrees, while others did not consistently perform these tasks. The study concluded that schools where principals actively carried out supervisory activities experienced higher student academic achievements compared to those led by less-engaged principals. It was recommended that the Ministry of Education strengthen oversight of principal practices, ensure teachers' readiness before instruction, and foster strong relationships and communication skills to improve instructional supervision.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iv
ACKNOWLEDGMENTS	iii
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction of the Study	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the study	6
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	7
1.6 Rationale/ Significance of the Study.....	7
1.7. The Scope of the Study	8
1.7.1. Geographic Scope.....	9
1.7.2. Variables or Variables of Interest.....	9
1.7.3. Data Collection Methods.....	10

1.7.4. Data Analysis Techniques.....	10
1.7.5. Stakeholder Scope	10
1.8 Study Limitations.....	12
1.9 Delimitations of the Study.....	12
1.9.1 Assumptions of the Study.....	14
1.9.2 Operational Definition of Terms	15
CHAPTERTWO: LITERATURE REVIEW.....	16
2.0 Introduction.....	16
2.1 Empirical review of related literature.....	16
2.1.1 Strategies used by the principals as the supervisors	17
2.1.2 Curriculum Implementation	23
2.1.3 Classroom Visitation	26
2.1.4 Classroom Observation.....	28
2.1.5 Principals Influence on Instructional Supervision for Students' Academic Achievement.....	36
2.2 Theoretical Literature review.....	44
2.2.1 Critical Review of Clinical Supervision Theory	44
2.2.1.1 Strengths of Clinical Supervision Theory	48
2.2.1.2 Weaknesses of Clinical Supervision Theory	49
2.2.2 Critical Review of Human Capital Theory	50
2.2.2.1 The Application of Human Capital Theory in Instructional Supervision	56
2.3 Theoretical Framework.....	64
2.3.1 Essentialism.....	65

2.3.2 Experimentalism.....	67
2.3.3 Existentialism.....	70
2.3.4 Strengths of Psychological Theory.....	75
2.3.5 Weaknesses of Psychological Theory.....	76
2.3.6 Justification for Using Psychological Theory.....	76
2.4 Conceptual Framework.....	77
2.5 Research Gap.....	82
2.6 Summary of Literature Review.....	86
CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN.....	88
3.0 Introduction.....	88
3.1 Research Design.....	88
3.2 Location of the study.....	90
3.3 Target population.....	91
3.4 Sampling Procedures and Techniques.....	93
3.5 Sample Population.....	94
3.5.2 Sampling of schools.....	95
3.5.3 Sampling of Teachers.....	95
3.5.4 Sampling of Students.....	96
3.6 Research Instruments.....	96
3.6.1 Questionnaires for teachers.....	97
3.6.2 Questionnaire for Students.....	98
3.6.3 Interview Schedule for Principals and County Director of Education.....	7598

3.6.4 Document Analysis Guide.....	99
3.7 Validity and reliability of research instruments	100
3.7.1 Validity of the Research Instruments	100
3.7.2 Piloting of Research Instruments	101
3.7.3 Reliability for Quantitative Research Instruments.....	101
3.7.4 Trustworthiness of Qualitative Data	104
3.8 Data Collection Methods and Procedures	105
3.9 Data Analysis techniques and procedures	106
3.9.1 Ethical consideration.....	107
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS.....	109
4.0 Introduction.....	109
4.1 Instrument Return Rate.....	110
4.2 Demographic Characteristics of Principals, Teachers and Students	112
4.3.3 Participants Responses on the Level of Education	119
4.3.4 Work Experience of Teachers, Principals and the County Director of Education	122
4.3 Principals Instructional Supervisory Strategies	125
4.4 Data of Principals classroom visitation/observation.....	142
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	152
5.0 Introduction.....	152
5.1 Summary of the Study	153
5.2 Summary of Study Findings based on each objective	154

5.2.1 Influence of principals clinical supervision strategy on students’ academic achievement in public secondary schools in Samburu North Sub County	154
5.2.2 Influences of principals’ classroom visitation/Observation strategy on the students’ academic achievement in public secondary schools in Samburu North Sub County.....	156
5.2.3 Interventions to enhance effectiveness of principals’ instructional supervisory practices on students’ academic achievement in public secondary schools in Samburu North sub county. ...	158
5.2.4 Conclusions of the Study	160
5.3 Recommendations of the Study	161
5.3.1 Recommendation for practice.....	162
5.3.2 Recommendation for policy.....	163
5.3.3 Suggestions for Further Research.....	164
REFERENCES.....	166
APPENDIX I: RESEARCH TOOLS.....	171
I: INFORMED CONSENT.....	174
II: QUESTIONNAIRE FOR TEACHERS.....	176
IV: INTERVIEW GUIDE FOR PRINCIPALS	177
V: INTERVIEW GUIDE FOR CDE.....	182
APPENDIX II: ERC CERTIFICATE	184
APPENDIX III: INTRODUCTION LETTER FROM MKU	186
APPENDIX IV: NACOSTI RESEARCH LICENCE.....	187
APPENDIX V: AUTHORITY TO CONDUCT RESEARCH BY SAMBURU	192
APPENDIX VI: LETTER TO RESPONDENTS.....	194
APPENDIX VII: PLAGIARISM REPORT	195



LIST OF TABLES

Table 1.1 Samburu County KCSE Performance from the Year 2019 to 2022	6
Table 3.1 Target Population.....	92
Table 3.2 Sample Population.....	95
Table 3.3 Reliability statistics for Teachers and Students Questionnaires.....	103
Table 4.1 Response Rate of the Participants.....	111
Table 4.2 Participants Responses on their age group.....	113
Table 4.3 Respondents' Gender	116
Table 4.4 Participants' Responses on the Level of Education.....	120
Table 4.5 Participants Responses on their Work Experience	123
Table 4.6 Findings on Principals Supervisory Practices.....	127
Table 4.7 Frequency of principals' visitation of classes as teachers teach.....	143
Table 4.8 Principals' response on classroom observation.....	144
Table 4.9 Showing interventions to enhance effective principals' supervisory practices...	146

LIST OF FIGURES

Figure 1: Influence of principals' instructional supervision strategies on students' academic achievement 78



LIST OF ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
CQASO	County Quality Assurance and Standards officer
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KIE	Kenya Institute of Education
NOUN	National Open University of Nigeria
SMASSE	Strengthening Mathematics and Science in Secondary Education
SPSS	Statistical Package for Social Sciences Program
TSC	Teachers Service Commission

CHAPTER ONE: INTRODUCTION

1.0 Introduction of the Study

This chapter is organized under several key sections: an introduction to the study, a discussion of its background, the problem statement, the study's purpose, clearly defined research objectives and questions, the rationale behind conducting the study, as well as its limitations, scope (delimitations), underlying assumptions, and definitions of essential terms.

1.1 Background to the study

Across the globe, improving the quality of education remains a central goal for many nations. However, one critical area that often receives insufficient attention is the development of teachers through robust instructional supervision strategies (UNESCO, 2015). While considerable investments are made in infrastructure and policy reforms, the role of instructional supervision in supporting teachers' growth and effectiveness in the classroom is frequently underestimated. Gordon (2019) underscores that instructional supervisors are pivotal to the overall quality of education since they directly influence the professional standards and performance of educators. Their fundamental responsibility is to encourage, guide, and inspire school staff to fulfill their duties effectively in line with the objectives of the educational framework.

Numerous scholarly works have highlighted the significant relationship between instructional supervision and educational quality. Effective supervision is recognized not only as a tool for enhancing teacher performance but also as a mechanism for sustaining long-term educational improvements (Dangara, 2015; Glanz & Hazi, 2019; Zepeda, 2017). Instructional supervision enables teachers to engage in critical self-reflection, understand the rationale behind their teaching choices, and refine their methods. Through this reflective process, educators are better equipped to adopt innovative teaching practices that contribute to student learning outcomes. Such practices

include the application of effective teaching methods, optimal use of available learning resources, accurate interpretation and execution of curriculum content, proper documentation and utilization of professional records, and enhanced methods for student evaluation (Akinfolarin et al., 2007).

In the United States, the supervisory framework is primarily geared toward improving the quality of classroom instruction. Supervisors employ structured observations followed by comprehensive analysis of instructional activities and constructive dialogue with teachers. This approach, often complemented by peer mentoring, supports continuous teacher development. These practices, integrated into a multi-layered governance structure at the federal, state, county, and local levels, help maintain consistency and excellence across educational institutions (Glanz & Hazi, 2019).

Contrastingly, France employs a centralized and formalized system of instructional supervision. Supervisors operate under a structured and authoritative model, allowing the Ministry of Education to maintain a comprehensive overview of curriculum implementation nationwide. This centralized oversight ensures that all teachers are aligned with national educational standards. Moreover, supervisors in France are actively involved in the development and execution of curricula, thereby enhancing their influence over the teaching and learning process (Glickman et al., 2017). According to Dali et al. (2017), such models of supervision serve as a cornerstone for quality assurance in education. They ensure that teaching practices align with expected standards by identifying and addressing instructional shortcomings before they affect student performance. Rather than merely inspecting, modern supervisors play a facilitative role—helping teachers enhance their instructional skills through mentorship and support.

In Nigeria, the origins of instructional supervision were rooted in external inspections, often carried out by individuals with limited training and experience in educational oversight. Before the nationalization of education in 1967, school supervision was largely managed by religious

organizations, which lacked the formal structures and standardized practices necessary for effective oversight (Akinfolarin et al., 2017). Even today, many Nigerian school leaders face significant administrative burdens, with principals frequently teaching multiple subjects. Such excessive workloads detract from their ability to engage in meaningful instructional supervision (Republic of South Africa, 2015; Deborah, 2015). The lack of sufficient support staff further exacerbates this problem, forcing principals to juggle multiple responsibilities, often at the expense of instructional quality.

Kenya presents a unique context in which the evolution of instructional supervision can be examined from both colonial and post-independence perspectives. During the colonial era, the government established the Department of Education in 1909 and commissioned several inquiries to assess the effectiveness of school supervision systems (Mutua, 2015). After gaining independence, the Kenyan government continued to prioritize education reform through various commissions and task forces. These efforts recognized the critical need for comprehensive training for school leaders to enable them to carry out supervisory roles effectively.

Additionally, in Kenya, the release of Kenya Certificate of Secondary Education (KCSE) results often sparks national discussions about the effectiveness of school leadership. Principals whose schools perform well are commended, while those overseeing underperforming institutions face criticism. These discussions frequently highlight the principal's role in instructional supervision as a key determinant of academic outcomes. It is widely acknowledged that the use of effective supervision techniques directly contributes to achieving the broader goals of education.

1.2 Statement of the Problem

Instructional supervision conducted by school principals plays a fundamental role in driving the academic and overall success of a school. It requires principals to engage actively and regularly with teaching staff to ensure that institutional goals are consistently being pursued and met. Effective instructional supervision is a continuous process that supports the professional growth of teachers, enhances their pedagogical skills, and ensures high standards of teaching and learning are maintained. Through sustained interaction and collaborative planning with teachers, principals can significantly influence students' academic progress and school performance.

Despite the established importance of instructional supervision, this ideal scenario appears not to be fully realized in Samburu County. The region has continued to record subpar academic outcomes, especially in the Kenya Certificate of Secondary Education (KCSE) examinations, despite principals' supervisory roles being in place. There has been mounting concern from various stakeholders—including parents, educators, and education officials—regarding the persistent low performance among students. This underperformance has been a consistent trend over the past four years, raising critical questions about the effectiveness of school leadership and instructional oversight in the region.

Poor academic outcomes carry serious implications. Continued low performance in national exams may lead to reduced student progression to higher levels of education, an increased risk of school dropouts, and potentially a rise in negative behavioral outcomes among the youth, such as delinquency and social disengagement. These challenges underscore the need for a thorough examination of the factors contributing to the poor academic trends in the county, particularly the role played by school leadership and instructional supervision.

While there is a body of literature examining the general role of principals in instructional supervision across various regions, a notable gap exists in localized studies focusing specifically on Samburu North Sub-County. No comprehensive study has yet explored the link between principals' supervisory strategies and student academic outcomes within this unique educational context. This absence of empirical data presents a critical knowledge gap that this study seeks to fill. By focusing on Samburu North, the research aims to provide insights into whether the instructional supervision practices of school principals have a direct or indirect impact on KCSE performance.

To better understand the scope of the problem, KCSE performance data from 2019 to 2022 was analyzed. The results have consistently shown that Samburu North Sub-County schools are performing below the national average. This alarming trend prompted the researcher to investigate whether ineffective or inconsistent instructional supervision strategies could be a contributing factor. The key question guiding the study was whether the principals' approaches to instructional supervision have influenced the low student achievement recorded in the region.

The primary goal of this study, therefore, was to assess the extent to which principals in Samburu North Sub-County engage in instructional supervision and how these supervisory practices impact student academic outcomes in public secondary schools. Specifically, the study aimed to determine whether the methods and frequency of supervision, feedback mechanisms, and support offered by principals to teachers contribute to student performance in KCSE.

Table 1.1 Samburu County KCSE Performance from the Year 2019 to 2022 Samburu North Samburu Central Samburu East

2019	3.291	3.742	2.477
2020	3.013	4.424	3.176
2021	2.892	3.522	3.107
2022	3.111	3.491	2.862

Source: *Samburu County Education Office (year 2024).*

Table 1 clearly illustrates that KCSE results in Samburu North Sub-County have consistently fallen below the national average over the past four years. The persistently low mean scores highlight a significant concern and prompted the researcher to investigate the extent to which principals' instructional supervision strategies may be contributing to these academic outcomes in secondary schools within the region.

1.3 Purpose of the study

The Purpose of the study was to assess the influence of the supervisory strategies of the principals on students' academic achievement in Samburu North Sub-County, Samburu County.

1.4 Objectives of the Study

The research was guided by the following objectives.

1. To determine the influence of principals' clinical supervision strategy on students' academic achievement in public secondary schools in Samburu North Sub County.
2. To explore the influence of principals' classroom visitation strategy on students' academic achievement in public secondary schools in Samburu North Sub County?

3. To establish measures which can be undertaken to enhance effective instructional supervisory practices by the principals and influence it's on students' academic achievement in public secondary schools in Samburu North Sub County.

1.5 Research Questions

This study was guided by the following research questions;

- (i). How does the principal's clinical supervision strategy influence students' academic achievement in public secondary schools in Samburu North Sub-County
- (ii). To what extent do principals' classroom visitation strategy influence students' academic achievement in public secondary schools in Samburu North Sub-County?
- (iii) What interventions can be undertaken to enhance effective principals' instructional supervisory practices and its influence students' academic achievement in public secondary schools in Samburu North Sub- County?

1.6 Significance of the Study

This study aimed to investigate how principals' involvement in instructional supervision influences student academic achievement in secondary schools in Samburu North Sub-County. The findings are expected to inform principals on how to strengthen their supervisory roles to better support teaching and learning. By identifying effective strategies and revealing existing gaps, the study provides practical guidance for improving leadership practices and aligning them with the educational objectives of schools.

The insights gained from this research may benefit key stakeholders such as the Ministry of Education (MOE), the County Director of Education (CDE), and educational institutions like the Kenya Education Management Institute (KEMI). These stakeholders can use the findings to inform policies, improve in-service training, and design targeted professional development programs that equip school leaders and teachers with essential instructional supervision skills.

Furthermore, the results of the study may support curriculum developers in enhancing teacher training programs by integrating content on instructional leadership. For school principals and management, the research highlights the importance of continuous supervision and encourages more deliberate, data-driven approaches to improving teaching practices. Teachers may also gain new perspectives on classroom methodologies, ultimately contributing to better instructional delivery and student outcomes.

Lastly, this research could serve as a foundation for further academic inquiry into the role of instructional supervision in student performance, both within and beyond Samburu North. Future studies may build on these findings to explore additional regions or compare strategies across diverse educational settings. By doing so, the study contributes not only to local educational improvement but also to the broader understanding of effective school leadership.

1. 7. The Scope of the Study

The scope of a study defines the extent and focus of the research, outlining the specific boundaries within which the investigation was carried out. It clarifies the elements the study addresses and what it intentionally excludes. In relation to this research, which explored the impact of principals' instructional supervision strategies on student academic performance in public secondary schools

in Samburu North Sub-County, Kenya, the scope is described in terms of the key areas, participants, and variables involved in the study.

1.7.1. Geographic Scope

The study was limited to public secondary schools within Samburu North Sub-County, a specific administrative region in Kenya. This ensured the findings were relevant to the local context, as the educational and socioeconomic factors in this sub-county may have differed from other regions.

1.7.2. Variables.

This component outlined the specific variables or variables of interest that were studied or measured during the research. In this case, the primary variable of interest was the influence of principals' instructional supervision strategies on students' academic achievement. Other variables of interest, included the specific supervision strategies used by principals, the quality of instruction provided by teachers, and the academic performance of students.

1.7.3. Data Collection Methods

This component described the specific data collection methods that were used to gather information for the study. In this case, the study have involved surveys, interviews, observations, or a combination of these methods to collect data from students, teachers, and school administrators.

1.7.4. Data Analysis Techniques

This component outlined the specific data analysis techniques that were used to analyze and interpret the data collected during the study. In this case, the study have involved statistical analysis, such as regression analysis or analysis of variance (ANOVA), to examine the relationship between principals' instructional supervision strategies and students' academic achievement.

1.7.5. Stakeholder Scope

The study involved key stakeholders, including principals, teachers, and students. This allowed for a multi-perspective analysis of how supervision strategies influence academic achievement, capturing the experiences and perceptions of those involved in the educational process.

The overall focus was on understanding how principals' instructional supervision strategies impact student learning and academic performance in public secondary schools within the Samburu North Sub-County context.

1.7.6. Time frame

This component specified the specific time period during which the research was conducted. In this study the data was collected from January to march, 2024 .However, The time frame of the study was coincided with calendar of co curriculum event,hovewer,the data was collected timely.

1.8 Study Limitations

1. One likely limitation is that most of the secondary school principals are busy and might not have enough time to respond to the interview schedules. Some teachers were unwilling to fill in and return the questionnaire as per the required time but confidentiality of the information was assured.

2. Another limitation was lack of contemporary and relevant literature on the topic, especially in East African Countries. In spite of these shortcomings, however, the study depended on the cooperation and honesty of respondents. To ensure that it never affected the study the researcher assured that the research was for academic purposes and the information provided would be held in confidence. Since the performance was assumed measure of instructional supervision practices, the researcher was not in the position to control others variables that influence on students' achievements.

1.9 Delimitations of the Study

According to Mugenda, (2011), delimitations are those characteristics of the study that limit its scope, the boundaries of the study are determined by the conscious exclusion or inclusion of certain decisions that are made throughout the development of the research. The study was delimited to;

1. Samburu North Sub-County owing to the shortage of sufficient empirical research investigating the above problem. Moreover, for the past consecutive years, very few students in Samburu County have managed to get good grades to join universities and tertiary institutions. This has become a great concern to the few elites in Samburu County who complain that students fail due to poor administrative skills of principals in secondary schools.

2. The study was delimited to principals' instructional supervisory strategies in secondary schools in Samburu North Sub-County, Samburu County. The study was delimited to teachers because they work under principals and are the subjects of principals' supervisory strategies.

3. Teachers influence student's academic achievement by their good instructional skills developed through effective instructional supervision.

1.9.1 Assumptions of the Study

The researcher assumed that: The students' academic achievement was determined by K.C.S.E, it is assumed that, summative evaluation can be used to determine the principals' supervisory strategies and its influence on students' academic achievement.

1.9.2 Operational Definition of Terms

Academic Achievement: Refers to the level of success or accomplishment of a student attains in their academic pursuits. It is typically measured by grades, test scores and other indicators of academic performance.

Instruction: Refers to the process of assisting teachers in improving their instructions and skills.

Performance: The measurement of students' academic achievement.

Principal: In this study, the principal refers to the educational leader, instructional leader, curriculum leader or the person charged with management and overall leadership of a secondary school.

Secondary school: It is an intermediate school between primary school and college

Students: refer to learners in a secondary school.

Strategy: Refers to a plan of action designed to an achieve a specific goal or objective. It is a high-level plan that outlines the steps and resources needed to achieve a particular outcome.

Supervision: A participatory approach of enhancing the ability of a teacher to offer quality instruction.

Clinical supervision: Clinical supervision in research refers to the process of providing guidance, support, and oversight to researchers who are conducting clinical studies. The deep meaning of clinical supervision in research is to ensure the safety, integrity, and ethical conduct of the research, as well as to promote the professional development of the researchers.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature relevant to the strategies employed by principals in instructional supervision and their impact on student academic performance. The discussion is organized under key thematic areas including: supervisory strategies used by principals, the effects of instructional supervision, obstacles encountered by principals during supervision, recommended approaches for enhancing supervision practices, a critical evaluation of existing literature, and identification of gaps that this study seeks to address.

2.1 Empirical review of related literature

Instructional supervision serves as a vital approach for enhancing the effectiveness of the teaching and learning process. It is primarily aimed at improving student academic outcomes by supporting and guiding instructional practices. In this role, the instructional supervisor takes on multiple responsibilities, including coordinating efforts, offering expert advice, leading collaborative initiatives, and facilitating professional growth among educators. The core objective of instructional supervision is to reinforce and support the teaching process by fostering an environment that promotes continuous improvement and better learning experiences for students (Gordon, 2019).

2.1.1 Strategies used by the principals as the supervisors

Instructional supervision is widely recognized as a central element in promoting quality education. In the United States, Glickman et al. (2017) emphasize that school principals serve as the primary

instructional supervisors within their institutions. Their primary role is to support and improve classroom instruction. They do this by working directly with teachers to help define instructional objectives that align with student needs and curriculum requirements. Through this ongoing support, they evaluate and guide teaching practices, ensure appropriate use of instructional materials, and assess teacher competencies in relation to qualifications and training. This hands-on involvement helps determine whether the teaching and learning process is effectively meeting educational goals.

Research conducted in Finland by Alila et al. (2016) reveals that instructional supervision is an inclusive and carefully planned process. Supervisors in Finland are expected to be thoroughly prepared and responsive to teachers' specific needs. They are encouraged to adopt diverse teaching methods to foster better academic results among students. These practices are grounded in empathy, adaptability, and strong professional support systems that help create a learner-centered environment where inclusive education is emphasized. This approach recognizes that teacher development is central to achieving improved student outcomes.

In France, Glanz and Heinman (2018) explain that principals take on dual responsibilities—acting as both academic and managerial supervisors. As academic supervisors, they promote professional development among teachers by offering feedback, guidance, and motivation. In their managerial capacity, they oversee the effective functioning of the school, ensuring that administrative duties are aligned with instructional goals. This dual role strengthens the principal's influence over school effectiveness, as they are tasked with motivating teachers and cultivating a learning environment that is both structured and encouraging.

Studies from Malaysia by Sudjana and Nana (2016) support the notion that direct, practical support from supervisors is crucial for effective teaching. By analyzing over 100 research documents, the

researchers found that teachers tend to value hands-on assistance from their supervisors. Despite the broad range of responsibilities principals must manage, instructional supervision remains a priority. The supervisors' role includes mentoring, coaching, and acting as consultants—ensuring teachers have the support they need to facilitate high-quality classroom instruction. This people-centered approach to supervision underscores the importance of human relationships in educational leadership.

In the African context, instructional supervision is also seen as vital. Sule et al. (2015) describe the role of Nigerian principals in supervising instruction as encompassing activities such as classroom visits, organizing and planning instructional reviews, and monitoring professional records. These supervisory efforts aim to build teachers' competence and ensure a consistent focus on educational quality. Usman (2015) further categorizes supervision techniques into individual and group approaches, both of which are aimed at refining teachers' delivery and student engagement. These methods are practical and must be accompanied by relevant technical skills, including the ability to implement these strategies effectively within the learning environment.

Further evidence from Uganda supports these findings. Paul et al. (2016) conducted a study on the effect of principals reviewing teachers' professional records and found a statistically significant impact on teachers' pedagogical practices. Similarly, in Kenya, Kiptum (2015) observed that supervision of such records significantly enhanced teacher performance, demonstrating that even routine documentation checks can influence classroom outcomes. However, both studies stopped short of linking these improvements directly to student academic achievement—an area the current research seeks to address.

Ebele and Olofu (2018) explain that Nigerian school principals also play a pivotal role in guiding and supporting teachers through collaborative efforts. They mentor less experienced teachers and

provide daily instructional support such as clinical supervision and in-service training. These practices help raise the overall standard of teaching and directly contribute to better academic outcomes among students. This mentorship model creates a pathway for professional growth, enabling teachers to refine their methodologies and respond more effectively to student needs.

Closer to home, Mwangi et al. (2015) explored how principals in Kajiado North Sub-County, Kenya, carry out instructional supervision. Their study found that principals often adopt innovative strategies to support teachers, including providing guidance on staffing, motivating educators, and aligning the school program with academic goals. Despite administrative challenges, principals were shown to be effective in implementing supervisory activities, and their efforts were positively received by both current and aspiring school leaders. While this study provided valuable insights into supervision practices, it did not assess the direct impact of these activities on student performance—a gap the current research aims to explore.

In a related study, Kimeu (2018) examined the influence of headteachers' supervision on academic achievement in Kitui County primary schools. It was found that approval of instructional tools like lesson plans and schemes of work significantly contributed to student performance. Though insightful, this study was limited to primary schools and employed only questionnaires for data collection. In contrast, the current study will apply multiple methods—including interviews and document analysis—to provide a broader and more in-depth understanding, particularly within secondary schools in Samburu North Sub-County.

Mette et al. (2017) highlight a range of supervision techniques used globally, such as face-to-face meetings, peer observations, classroom visits, and confidential individual consultations. These techniques aim to address both general and personal instructional challenges faced by teachers. The individualized approach ensures that teachers receive the support they need in a way that

respects their unique circumstances and enhances their professional capacity. The present study will investigate whether such practices are used in Samburu North and how they correlate with student outcomes.

Curriculum also plays a central role in supervision. According to Glickman et al. (2017), a school's curriculum is a reflection of national educational goals and extends beyond textbooks to include all in-school experiences. It encompasses classroom activities, use of resources, student participation, and overall school culture. Instructional supervision must therefore ensure that all these elements align with learning objectives and contribute to improved educational outcomes.

Finally, Mbuso (2015) conducted research in South Africa on how principals monitor teaching and learning processes. The findings showed that consistent supervision, such as weekly review of teaching documents, checking lesson attendance, verifying assessments, and analyzing students' notebooks, played a crucial role in maintaining instructional quality. These structured monitoring strategies offer a model for how school leaders in other regions, including Samburu North, can improve their practices. The current study intends to investigate whether similar techniques are in use locally and whether they have any measurable impact on student academic achievement in KCSE.

2.1.2 Curriculum Implementation

Mohammed (2015) conducted a study focusing on the role of educational inspectors in supporting curriculum implementation across public secondary schools in Bauchi State, Nigeria. His findings highlighted a significant gap in supervisory practices, particularly in areas such as the regular review of lesson plans, schemes of work, student attendance, and academic progress. These tasks, which are central to effective curriculum delivery, were found to be among the least performed by

the designated school supervisors. Mohammed concluded that this lack of active engagement led to poor implementation of the curriculum in these schools. However, a key limitation of his study is that it did not specifically examine the role of school principals or the strategies they use to supervise instructional documents. The current research addresses this gap by focusing on how principals oversee teachers' records—including lesson plans, schemes of work, records of work, and lesson notes—and how this supervision contributes to both teacher competence and improved student academic performance.

A related study by Akinfolarin et al. (2017) in Ekiti State, Nigeria, explored the relationship between academic supervision and student performance in secondary schools. The results demonstrated a positive correlation between the supervision of teachers' professional documentation and students' academic outcomes, suggesting that consistent oversight of teaching records enhances both teaching practices and student achievement. Building on this, the current study will investigate whether similar correlations exist in Samburu North Sub-County, Kenya, with a particular focus on principals' strategies in supervising instructional documents. Monitoring tools such as student exercise books and lesson notes serve as important indicators of syllabus coverage and teacher activity in the classroom. Regular inspection of these materials by school leaders helps to ensure that learning objectives are being met and that assignments are marked, thus supporting the overall quality of education delivery.

In a study conducted in Ondo State, Nigeria, Egwu (2015) examined the impact of instructional supervision on students' academic performance at the senior secondary school level. The findings revealed that reviewing student lesson notes significantly contributed to improved performance, particularly in English language. These results align with similar conclusions drawn by Glickman et al. (2017), who found that checking students' notebooks played a crucial role in enhancing

academic performance in elementary schools across the United States. These findings underscore the value of close engagement with students' written work as a means of promoting accountability and reinforcing the teaching-learning process.

Observation of classroom teaching is another important supervisory tool. Mohd et al. (2014) assert that physical observation of a teacher's lesson is essential for supervisors to accurately assess instructional quality. By directly watching how a teacher presents a prepared lesson, principals gain valuable insight into teaching effectiveness and classroom dynamics. Similarly, Kiptum (2015) emphasized that classroom visits enable supervisors to identify instructional strengths and weaknesses, contributing to continuous improvement. These visits may take different forms, including brief walk-throughs or informal observations, as described by Chika (2015). Walk-throughs, which last only a minute or two, provide quick snapshots of teacher performance and classroom conditions, and are useful because they are unscheduled and allow for unbiased insights. This contrasts with formal or informal observations, which are typically arranged in advance. Chika (2015) also offers guidance on post-observation conferences, suggesting that these meetings should last between 30 and 40 minutes to remain productive without overwhelming either party. Effective conferences should allow teachers to share their perspectives and contribute suggestions. Such inclusion helps build teacher confidence and fosters professional growth. Supervisors are encouraged to offer alternative instructional strategies and highlight diverse teaching approaches to enhance pedagogical skills. Feedback should be immediate, objective, and structured around a clear summary of key issues discussed, as also emphasized by Okumbe (2007), to ensure that teachers retain and implement the guidance provided.

In a Kenyan context, Chepkuto, Sang, and Chumba (2018) investigated the impact of instructional supervision on curriculum implementation in selected public secondary schools in North Rift

counties. Their research found that principals, as part of internal quality assurance efforts, occasionally reviewed teachers' schemes of work, advised on syllabus coverage, and offered demonstrations on effective teaching techniques. These practices reflect the broader role of school leaders in shaping how the curriculum is delivered at the classroom level. While these findings demonstrate the positive impact of instructional supervision, they also reveal inconsistencies in its application. The current study extends this inquiry by examining whether similar supervisory strategies are in place in Samburu North Sub-County, and if so, how effectively they influence curriculum implementation and student achievement.

2.1.3 Classroom Visitation

Hussein (2015) conducted a study investigating instructional supervisory methods employed in preparatory schools within the Arsi Zone of Ethiopia. His research revealed that classroom visitations by supervisors were infrequent and lacked structure. Teachers often received little to no direct instructional support during lessons, and most classroom observations occurred without prior communication or scheduling with the teachers involved. This lack of collaboration not only reduced the effectiveness of the supervisory process but also contributed to a disconnect between supervisors and teaching staff.

In a related study, Abebe (2015) examined classroom observation practices in government secondary schools in Kamashi, Ethiopia. Although classroom observations did take place, they were typically uncoordinated, with no prior consultation between supervisors and teachers. The absence of structured planning and professional dialogue surrounding lesson observations undermined the developmental potential of such supervisory visits. These findings highlight a broader issue common in many developing countries, where supervisory practices tend to be

inconsistent and are not always implemented with a clear strategy or focus on pedagogical improvement.

Mohammed (2015) also identified a similar pattern in Bauchi State, Nigeria. His study indicated that classroom visitation, as a supervisory activity, is significantly underexplored and often neglected. Supervisors seldom provided ongoing instructional guidance or feedback, and as a result, classroom support for teachers remained minimal. Given that classroom visitation is a critical component of effective instructional leadership, the lack of structured oversight in developing regions raises questions about the quality of education and the support available for teacher development.

A study by Malunda et al. (2016) in Uganda further illustrated the challenges of effective supervision in public secondary schools. Their findings revealed that supervision of teaching practices was inadequate and inconsistent, leading to diminished instructional quality and contributing to poor student academic performance. The research concluded that when principals and educational leaders fail to engage actively in classroom oversight and instructional monitoring, student outcomes are negatively affected.

Sule et al. (2015) reinforce this conclusion, asserting that regular classroom observations play a key role in enhancing teachers' instructional skills and overall competence. Their research emphasizes that meaningful supervision not only sharpens pedagogical techniques but also boosts teacher confidence and job satisfaction. Therefore, sustained engagement through classroom observation has the potential to transform teaching practices and indirectly enhance student academic achievement.

Zepeda (2018) adds that for classroom observations to be truly impactful, a positive and professional relationship must exist between the supervisor and the teacher. Supervisors must be perceived as supportive mentors rather than evaluators. This kind of rapport fosters open communication, promotes reflective teaching, and enhances the quality of feedback. In this context, principals serve as the link between school leadership and classroom instruction. While they do not directly teach students, their influence is exercised through the support and development they provide to teachers. Activities such as observing classroom instruction, organizing collaborative teacher meetings, and offering one-on-one feedback sessions are all instrumental in promoting a culture of continuous improvement.

Despite the evident value of classroom visits as a tool for instructional supervision, literature indicates that such practices remain under-researched and poorly implemented in many developing countries, including Nigeria and specifically Bauchi State (Mohammed, 2015). This observation also holds relevance for other regions like Samburu North Sub-County in Kenya, where similar gaps in supervisory practices may exist. Consequently, the current study aims to assess how principals in Samburu North conduct classroom observations and the extent to which these visits influence teaching quality and student academic outcomes.

2.1.4 Classroom Observation

Instructional supervision is a comprehensive and systematic process that is purposefully organized to begin before classroom instruction takes place and continues even after the observed lesson concludes. This structured approach emphasizes preparation, observation, and feedback, forming a continuous cycle that fosters teacher development and improved instructional practices. According to Kiptum (2015), instructional supervision during teaching practice comprises three

critical phases: the pre-observation conference, the actual classroom observation, and the post-observation conference.

The pre-observation phase is a preparatory stage in which the supervisor and the teacher establish rapport and jointly plan the upcoming classroom observation. As Kiptum (2015) outlines, this phase enables a collaborative environment where both parties can align on the observation's objectives, methodology, and expectations. Chika (2015) reinforces this by noting that the supervisor and teacher collectively determine the type and scope of data to be collected, the focus of the observation, and the instruments for gathering evidence. The supervisor's understanding of instructional goals and teaching strategies is vital to this process, as it ensures that the observation is both constructive and relevant.

Effective classroom observation requires that supervisors possess strong knowledge of pedagogical principles and are well-versed in the specific classroom activities they are evaluating. Jacob et al. (2015), as cited in Mette et al. (2017), emphasized that supervisors must demonstrate competency in determining what aspects of teaching to assess, how to collect and analyze instructional data, and how to provide actionable, respectful, and motivating feedback based on their findings. Rather than relying on standardized checklists, meaningful supervision is rooted in a deep understanding of teaching and learning theories.

During the pre-observation meeting, the supervisor reviews the teacher's lesson plan, paying close attention to aspects such as the clarity of learning objectives, alignment of content with curriculum standards, appropriateness of instructional materials, time management, and evaluation strategies (ADEA, 1998). As Glickman et al. (2017) assert, clarity and mutual agreement during this phase help both the teacher and the supervisor understand the expected classroom dynamics.

The observation phase marks the implementation of the plan. At this stage, the supervisor observes the classroom environment and instructional delivery, collecting comprehensive data on various elements of teaching and student engagement (Mette et al., 2017). This includes evaluating the alignment of the lesson with stated objectives, the teacher's ability to manage time, apply instructional strategies, engage learners, and maintain discipline. According to Kotirdes and Yunos (2016), supervisors must remain attentive from the beginning to the end of the session, focusing not only on teacher actions but also on student behavior and participation. This dual focus enriches the observation data and enhances the relevance of post-observation feedback.

To maintain objectivity and minimize disruptions during the lesson, Ebele and Olofu (2018) recommend that supervisors position themselves unobtrusively, such as at the back of the classroom. Supervisors should refrain from displaying overt reactions or intervening, instead taking detailed notes for subsequent analysis. This professional detachment allows for an unbiased, authentic evaluation of the teaching and learning process.

The post-observation conference is a crucial phase where the teacher and supervisor reflect on the observed lesson, identify strengths and areas for improvement, and discuss strategies for professional growth (Mette et al., 2017). Mohd et al. (2014) underscore the importance of this dialogue, stating that it creates a platform for both parties to align their perceptions and determine the support needed for instructional enhancement. Feedback should concentrate on aspects of teaching that can be changed or developed, avoiding criticism of elements beyond the teacher's control (Ngale, 2018).

Observation also serves a dual function—it helps supervisors assess instructional quality and simultaneously enables teachers to engage in reflective practice. Kiptum (2015) highlights that

observation tasks, when focused on specific teaching or learning elements, improve teachers' awareness of their instructional strategies and foster professional growth.

Zepeda (2015) explored teachers' perceptions of principal supervision in Nassau County, New York, and found that teachers favored honest, confidential, and objective evaluations aimed at instructional improvement. Establishing trust and collegiality in the supervisory relationship was identified as a key determinant of effective supervision. The current study aims to assess whether such practices are mirrored in Samburu North Sub-County, Kenya, and how they influence student performance.

Glickman et al. (2017) conducted a study with bilingual pre-service teachers in Texas, where post-observation conferences emerged as vital reflective spaces. These forums allowed for critical dialogue and rehearsal of teaching strategies, fostering teacher identity development. While their study focused on pre-service educators, the current research investigates similar processes among secondary school principals supervising in-service teachers.

Ekpo and Eze (2015) examined observation techniques in Nigeria, emphasizing their utility in capturing classroom dynamics and identifying instructional gaps. Supervisors observed variables such as student-teacher interactions, use of learning media, physical and social environments, and mental responses of learners. Using structured tools like checklists, supervisors gathered objective data to inform teacher support and school improvement initiatives.

Wairimu (2016) investigated primary school teachers' views in Nakuru North District, Kenya, regarding classroom observation and found that supervisory meetings often led to constructive action plans. Headteachers also reviewed teachers' professional records and workload. While this study targeted primary school educators, the present research will focus on how classroom

observation by secondary school principals impacts students' academic achievement in Samburu North.

Kiptum (2015) argues that direct observation is essential for headteachers to gauge teaching quality and identify professional development needs. When teachers perceive that observations aim to support their growth, they are more motivated and open to feedback. This aligns with Ngale's (2018) assertion that frequent classroom visits by principals foster instructional improvement.

Arsaythamby, Mary, and Rozalina (2013) examined clinical supervision in Malaysian secondary schools and found it effective in helping supervisors diagnose teaching deficiencies and support improvement. Clinical supervision, as defined by Chika (2015), relies on data drawn from classroom observation, dialogue, and documentation. Its success hinges on the teacher's openness and the quality of the supervisor-teacher relationship.

Egwu (2015) likens clinical supervision to student-teacher practicum experiences, emphasizing that trust, empathy, and mutual respect are foundational for successful supervision. He argues that observation data should not only inform instructional improvement but could also be considered in teacher promotion decisions.

A Standard Newspaper article (October 27, 2010) advocated for linking teacher promotions to pupil performance, suggesting that performance-based supervision can incentivize teachers to embrace feedback and enhance classroom instruction. Glickman (2014) outlines a model of clinical supervision that includes pre-conferencing, classroom observation using various analytical methods, and post-conferencing to develop action plans.

Mwangi et al. (2015) blamed poor academic performance in public schools on ineffective leadership, highlighting that absentee headteachers lack insight into classroom realities. Hussein

(2015) recommended that principals observe teachers regularly and provide timely feedback, advocating for in-school professional development. Regular monitoring and evaluation of teaching standards help in identifying curriculum gaps and improving educational outcomes.

2.1.5 Principals Influence on Instructional Supervision for Students' Academic

Achievement

In Chile, a study by Carolina, Gazmuri, Jorge, and Ricardo (2018) examined the relationship between classroom discipline, learning environment, and student academic performance. The study concluded that a well-maintained classroom environment significantly contributed to improved student outcomes. It was further established that principals' efforts in enhancing instructional supervision positively impacted teachers' classroom management abilities, which in turn fostered better academic achievement among learners. While these findings are insightful, they are rooted in a developed country context and may not be directly applicable to countries like Kenya, where educational systems face different socio-economic and infrastructural challenges. The current study thus seeks to address this gap by exploring similar dynamics within the Kenyan public secondary school context, specifically Samburu County.

In Kuwait, Sultan (2017) conducted a study targeting 24 secondary school teachers to determine the effects of instructional supervision on teachers' performance. The research findings showed a unanimous agreement among participants that principals' active engagement in instructional supervision enhanced teachers' professional performance. This improvement in turn positively influenced students' academic performance. These results affirm the value of school leadership in fostering effective instructional practices, though their relevance in Sub-Saharan Africa, where resource constraints and administrative challenges are prevalent, warrants localized investigation.

Dali et al. (2017) in China emphasized the role of instructional supervision as a strategic organizational function aimed at professional development of teachers, especially those new to the profession. The study emphasized that novice teachers benefit immensely from close mentoring and oversight by experienced educators, a practice that facilitates early career development and improved classroom delivery. This model of developmental supervision highlights the importance of a structured support system within schools, which the current study explores within the unique conditions of Samburu County's public secondary schools.

In Uganda, Malunda et al. (2016) investigated how supervision influenced teaching practices in public secondary schools. The study revealed that instructional supervision was inadequately executed, which adversely impacted the quality of teaching and students' academic performance. The findings stressed that insufficient monitoring and lack of professional guidance contributed to poor student outcomes. Similarly, Sule et al. (2015) emphasized that the professional competence of teachers tends to improve when classroom observation is consistently conducted. This study further underscores the significance of routine instructional observation in supporting teacher effectiveness, a central concern of the current study.

Daniel and Namale (2016) assert that effective supervisors must possess strong communication skills and demonstrate the ability to provide timely, relevant feedback to their subordinates. Supervisors who are proactive in observing lessons and maintaining open dialogue help inculcate innovative teaching strategies and foster professional growth among teachers. This aligns with the current study's aim to evaluate how communication and feedback mechanisms employed by principals in Samburu County impact instructional practices and student outcomes.

Zepeda (2015) supports the establishment of professional learning communities (PLCs) as forums for continuous development, collaboration, and motivation among teachers. When properly managed, PLCs can enhance teacher satisfaction and retention, thereby creating a conducive environment for instructional success. In the same vein, Adul et al. (2015) argue that while teachers are responsible for delivering curriculum content and achieving learning outcomes, school leaders must create an environment equipped with the necessary resources, support, and oversight.

Ogusanju (2015) reinforces the idea that effective supervision helps school leaders identify both the strengths and developmental needs of teachers. Through structured monitoring and feedback, supervisors can determine whether a teacher should be promoted, transferred, retained, or supported through professional development programs. He notes that supervision also serves as a critical mechanism for ensuring accountability in the use of public funds for education and for maintaining quality assurance standards. Thus, instructional supervision emerges not just as a professional support activity, but as a broader policy instrument for educational reform and performance accountability.

In the Nigerian context, Dangara (2015) explored how supervision practices affected secondary school students' academic achievement. The research focused on key practices such as reviewing lesson plans, classroom visits, and scrutiny of student notebooks. The study revealed a strong positive correlation between these practices and student academic performance, thus highlighting the essential role of supervisory oversight in enhancing learning outcomes. This affirms the rationale behind the present study, which investigates the relationship between instructional practices and academic performance in Samburu County secondary schools.

Ngemunang and Ngale (2018) conducted a study in Konye Sub-Division, Cameroon, examining how supervision influenced teachers' work performance. The findings revealed a significant relationship between effective supervisory practices and enhanced teacher performance, which ultimately contributes to student success. These insights support the current research premise that principal-led instructional supervision has a direct bearing on teaching effectiveness and student achievement.

Odiba (2015) emphasized that the evolving role of principals requires them to take on greater responsibility in planning, organizing, and coordinating school activities with a keen focus on instructional leadership. He noted that the principal is no longer just a school administrator but is now expected to serve as the chief instructional leader. The Nigerian National Policy on Education (2014) echoes this sentiment, emphasizing the importance of regular inspection and continuous instructional supervision to ensure quality and accountability in schools. These perspectives provide a conceptual foundation for the present study's inquiry into how principals in Samburu implement instructional supervision and how it relates to student outcomes.

Ebele and Olofu (2017) further argue that instructional supervision contributes to more competent teaching, better student motivation, and increased parental satisfaction. When effectively executed, it leads to improved academic achievement and aligns with the broader goals of the education system. This notion aligns with the goal of the current study, which seeks to determine how principal-led supervision influences the teaching-learning process in Kenyan secondary schools.

In Kenya, Odumbe (2016) examined the influence of head teachers' supervision on Kenya Certificate of Primary Education (KCPE) performance in public primary schools in Taita Taveta

County. The study found that while head teachers regularly reviewed professional records such as schemes of work, they infrequently checked lesson plans, lesson notes, and class registers. This inconsistency may limit the effectiveness of instructional supervision. Unlike Odumbe's study, which focused on primary schools and KCPE performance, the present research centers on secondary schools and KCSE performance, thus expanding the scope and educational level under investigation.

Mburu (2017) investigated the influence of head teachers' supervisory practices on academic performance in Murang'a South Sub-County. The findings highlighted that thorough preparation of professional documents and the availability of learning materials were crucial determinants of students' performance in national examinations. Teachers who maintained well-prepared instructional records tended to perform better, contributing to a more conducive learning environment. This underscores the significance of administrative support and instructional monitoring in shaping academic results.

Wambui (2015) examined head teachers' supervision in primary schools in Kiambu Sub-County and reported that inadequate availability of teaching and learning resources hindered effective teaching and learning. Her findings suggest that without the necessary instructional materials, even the best pedagogical strategies may fall short of delivering desired academic outcomes. The current study extends this line of inquiry by examining how resource availability and supervisory practices influence KCSE performance in public secondary schools in Samburu County.

Mwangi et al. (2015) conducted a study in Kajiado North District exploring principals' preparedness for instructional supervision. Using descriptive survey and naturalistic design approaches, the study found that while principals engaged in various supervisory activities, the

research did not measure how these practices influenced student performance. This presents a knowledge gap that the current study intends to address by focusing explicitly on how instructional supervision correlates with student academic achievement.

2.2 Theoretical Literature review

This study is guided by Clinical Supervision Theory and Human Capital Theory, both of which offer valuable insights into effective instructional leadership. Clinical Supervision Theory emphasizes a supportive, developmental approach where school principals engage teachers through collaborative dialogue, constructive feedback, and problem-solving to enhance instructional practices and professional growth. This theory advocates for the use of “caring principles” to address teachers’ individual needs, fostering better teaching outcomes. Human Capital Theory, as advanced by Debrulle and Maes (2016), highlights the importance of investing in people—through training, motivation, and provision of teaching resources—to improve organizational performance. In this context, principals who support teachers with adequate resources and professional development help enhance instructional quality and ultimately improve students’ academic achievement.

2.2.1 Critical Review of Clinical Supervision Theory

According to Smith, S. (2011) Clinical supervision is a professional relationship between an individual entering a field of work and a supervisor. This process allows the individual to begin working with learners after completing their education, while the supervisor ensures that they are taking care of learners properly and following all ethical guidelines. Clinical supervision builds trust between the supervisor and the supervisee, allowing for and collaborative relationship in

which the learner's care is jointly monitored. It is important for teachers to go through the clinical supervision process to stay up to date on current instructional matters, enhance growth and increase their skills.

Mahere (2016) argues that the theory is based on how supervisors facilitate task performance to subordinates which help achieve rewards because employees are motivated, recognized, and satisfied. This theory is relevant to the current study because if principals play their role of motivating teachers, then teachers will take up their responsibilities of service delivery to the learners seriously and this will lead to students' academic achievement.

Keshavarsi (2022) Clinical supervision enhances growth and increases skills in a given profession, while building a trusting relationship between a supervisor and a supervisee. It's important to know that the clinical supervisor is an experienced and licensed or credentialed professional that oversees a supervisee who is working towards their own professional licensing after completing educational and internship requirements.

Kayikci (2017) asserts that there are four main policies involved with clinical supervision that ensure effective supervision and adherence to ethical standards, including adequate documentation, maintaining confidentiality, and monitoring and evaluating the supervisee's performance. A supervisor's documentation holds them accountable by keeping track of supervision session notes, supervisee evaluations, and includes a copy of the signed supervision contract. Confidentiality and the limits thereof, are discussed between the supervisor and supervisee prior to the supervision sessions and is addressed for clarity as needed. Supervisors should constantly be monitoring their own competence to only supervise within their own skillset, maintain a manageable number of supervisees at a time, and engage in regular peer-consultation

and self-care. Supervisors form their evaluations based on supervision sessions, and provide regularly updated evaluations to the supervisee to provide an overall view of their progress.

Kayikci (2017) assert that when and for how long the supervisor and supervisee meet must be properly documented in order to demonstrate that the clinical supervision is being followed as per the instructions of the field of study. Also, each time that the principals and teachers meet, they must both sign a form that details how many teaching and observation hours are being met, as well as what was discussed in each lesson observation moments.

Confidentiality is at the forefront of the supervisor and supervisee relationship; therefore, it's essential that the supervisor keeps what was discussed confidential from all other parties. It's important to note that confidentiality protects teachers' information, as well as the supervisee's work that they are completing. This helps build trust in both the supervisee and supervisor's relationship. (Gordon 2016).

According to Kayikci (2017), the supervisor has to monitor the supervisee's work to ensure that it's ethical, meaning morally sound, and that it meets the standards of the field. For example, during a typical supervision session, the supervisee will present the direction of remedial teaching that they're taking their low achieving learners through and will then obtain feedback from the supervisor. The supervisor can then tweak the suggestions for improved learning activities if they feel it's warranted and provide feedback to the supervisee so that they can improve in any necessary areas.

Gordon (2016) asserts that the supervisor is responsible for completing continued evaluations on their supervisee so that they can make improvements throughout the course of their relationship.

Evaluations are typically held during each meeting when presenting teachers' lesson observations. Of course, evaluations are confidential and are also documented after each session.

Mahere (2018) asserts that there are several Clinical Supervision Models that help in instructional supervision. The models that can be used within the clinical supervision experience that help ensure that the process is beneficial for the supervisor, the supervisee, and even the students. In Cognitive Behavioral Supervision, the supervisor will follow the tenets of teaching the supervisee, observing for reactions, setting an agenda for each session, and providing homework opportunities.

This style also allows for continued growth throughout the relationship of the supervision. It builds a good cordial relationship between the principals and the teachers which will influence positively students' academic achievement.

Secondly, the concept of Person-Centered Supervision forms an important component of effective instructional leadership. Sergiovanni (1995) observed that many school principals tend to prioritize administrative responsibilities over instructional supervision, often neglecting the developmental needs of teachers in the teaching and learning process. However, Gordon (2016) emphasizes that when clinical supervision is implemented meaningfully in schools, it contributes significantly to the professional growth of teachers by helping them reflect on and refine their instructional practices. Despite critiques that clinical supervision can sometimes be applied in a "one-size-fits-all" manner, it still holds substantial value when tailored to individual teacher needs. Zepeda (2014) further notes that formative supervision—a component of clinical supervision—serves as a foundational tool for enhancing teaching methodologies by providing ongoing feedback and support. Importantly, research suggests that teachers often feel more comfortable seeking instructional advice from peers than from their principals, highlighting a potential gap in

supervisory relationships. Nevertheless, when principals adopt a person-centered and supportive approach to supervision, they can foster a culture of professional trust, encourage innovative teaching strategies, and ultimately influence student academic achievement positively. This underscores the necessity for principals to balance administrative duties with consistent, individualized instructional support for their teaching staff.

2.2.1.1 Strengths of Clinical Supervision Theory

Gursoy et al., (2013) asserts that, the clinical supervision model increases the number of observations and the quality of feedback. Moreover, clinical supervision provides opportunities for reflective practice which has an impact on teaching performance which improves students' academic achievement.

Clinical Supervision deals with the development of the teachers' competencies as well as instructions in teaching certain materials. It deals closely with individual development, professional growth and career development of the teachers. The supervisor's role is to help learners to achieve their goals or objectives by acting as counsellors, facilitator and advisor. Counselling is part of clinical supervision because it can lead to an integrated relationship between the supervisor and the supervisee. Abbidin (2008).

According to Bulunuz et al., (2014) clinical supervision model is used to improve teaching practices as well as performances done by the teacher or supervisor. It provides relevant inputs for the teacher as supervisee to improve as well as improve their own knowledge in the classroom management, teachers' methods and also content in general.

2.2.1.2 Weaknesses of Clinical Supervision Theory

The reluctance or lack of preparedness among school principals to effectively carry out instructional supervision remains a pressing concern that requires urgent attention. Radi (2007) emphasized the importance of fostering open communication between supervisors and teachers through structured post-observation discussions. Such dialogues offer an opportunity for supervisors to provide constructive feedback, highlighting both the strengths and areas for improvement in a teacher's instructional methods, use of teaching aids, and classroom strategies. These sessions are essential for promoting professional growth and aligning teaching practices with educational goals. However, studies by Haliza (2005) and Baharom (2002) revealed that the implementation of clinical supervision in many schools remains inadequate and inconsistent. Mohd Z. (2001) further observed that many principals either neglect their supervisory roles entirely or approach them in a manner that is overly bureaucratic, rigid, and authoritarian, thereby limiting the developmental potential of the process.

Baharom's (2002) study also indicated a significant percentage of teachers, specifically 12.03% in primary schools and 5.88% in secondary schools, expressed dissatisfaction with the practice of clinical supervision. These teachers viewed supervision not as a tool for support and professional development, but rather as a mechanism for identifying faults and enforcing compliance. Such perceptions contribute to resistance and diminish the perceived value of supervision. Moreover, Glanz, Shulman, and Sullivan (2005) argued that clinical supervision, in its prevailing application, has largely failed to foster a culture of integrity, innovation, or initiative among teachers. Instead of serving as a motivational and developmental tool, it is often perceived as punitive and demoralizing. These findings underscore the need for a paradigm shift toward more collaborative,

reflective, and empowering models of supervision that genuinely support teacher development and, by extension, student learning outcomes.

2.2.2 Critical Review of Human Capital Theory

Human Capital Theory (HCT) stands as one of the foundational economic models applied extensively in educational research, planning, and policy formulation. At its core, HCT posits that investments in people—through education, training, and health—are comparable to capital investments in machinery or infrastructure, yielding measurable returns in the form of enhanced productivity, income growth, and broader societal development. Vila (2000) notes that human resource management, when viewed through the lens of HCT, illustrates the intricate connections among education, economic advancement, and the overall well-being of society. These investments, particularly in education and professional training, are expected to foster skills, competencies, and knowledge that directly increase individual productivity, leading to higher earnings and contributing to national economic indicators such as increased Gross Domestic Product (GDP).

Furthermore, HCT assumes that individuals who are well-educated and professionally equipped are better positioned to respond to labor market demands, drive innovation, and contribute meaningfully to national development goals. At the societal level, this translates into reduced poverty, improved standards of living, and enhanced social cohesion. The educational process, therefore, is not merely a vehicle for personal achievement but also a strategic pathway for national prosperity. Education is seen not just as a consumption good but as a productive investment that yields long-term economic and social returns.

In a more philosophical dimension, the theory of human capital intersects with broader theories of human nature and development. Drawing from humanistic psychology, the development of

individuals through education aligns with the belief that every human being possesses innate potential that can be nurtured through appropriate learning environments. Humanistic theorists argue that while human nature is shaped by biological instincts, it is also influenced by psychological and social factors such as the need for safety, belonging, esteem, and ultimately self-actualization. These needs, as described in Maslow's hierarchy, are not merely biological but are intrinsic to human growth and fulfillment. Unlike animals, whose behaviors are predominantly driven by survival instincts, humans are motivated by the need to achieve their potential and contribute meaningfully to their environment.

In this light, education becomes a key mechanism for unlocking human potential. Psychologists argue that when basic human needs are unmet—due to either social deprivation or cultural constraints—the natural trajectory of personal growth is interrupted, potentially leading to social dysfunction. Conversely, when educational systems and policies are designed to meet these intrinsic needs, they promote the development of well-rounded individuals who are not only economically productive but also socially responsible and psychologically fulfilled. Therefore, Human Capital Theory, while rooted in economic reasoning, also has significant implications for the holistic development of individuals and the moral imperative of equitable access to quality education. The application of this theory in the context of school leadership highlights the principal's role in nurturing the professional capacities of teachers, which ultimately enhances student learning outcomes and societal advancement.

The significance of education and human capital has been brought out in many studies and argument of economic growth and development. This can be classified into micro and macro levels. At the micro level, the theory postulates that, an individual bear the cost such as opportunity cost on student time of education because she/he expects that this investment will create a future

stream of benefits to him/her. Basically, this theory postulates that, the higher the educational level, the higher the income. Also, according to the theory, other benefits of education may be realized in terms of greater productivity and less need to incur costs. An example of educational benefit that improves production possibilities is the greater labor market productivity of those with additional schooling.

The human capital theory also recognizes the non-monetary benefits that accrue to the individual as a result of the investment in education, as postulated by (Vila 2000).

A key advantage of Human Capital Theory (HCT) is its ability to guide policymakers and researchers in assessing how education and training function as inputs that contribute to various economic and social outcomes. Numerous empirical studies grounded in HCT indicate that higher levels of education are linked to increased personal earnings, enhanced economic growth, greater civic engagement, reduced crime rates, and improved health indicators. This research offers policy makers a lens for evaluating the relative efficiency of public investments in programs that encourages more schooling. The framework can also contribute to more effective policy development by helping policy makers understand the amounts and characteristics (For instance, quality of education and training that matter most for achieving desired outcomes such as economic growth).

HCT also provides a useful lens for understanding how policy can be developed to incentivize individual investment in their own education. Pursuing education involves both costs; for instance, foregoing potential earnings in the present and benefits (higher wages in the future) at the individual level. By using HCT to understand what these costs and benefits are, policy makers can more effectively develop policies such as student loan and dual enrolment programs to change

individual's cost/benefit calculations by reducing short-term costs associated with educational investments and increasing their likelihood of pursuing education.

HCT can be used to answer questions about the optimal levels of individual/social investments in education, the kinds, for instance, quality of investment is best made. It is also useful for answering questions about the costs and benefits for individual investments in education and the types of policy interventions that reduce individual costs associated with educational investments.

A limitation of HCT is that it assumes education increases productivity in the work place, resulting in higher individual wages, but it provides little insight into the processes through which education and training are translated into higher wages, which suggests HCT leaves significant percentage of wage variability unexplained.

It is thus critical for policy makers to consider alternative frameworks in conjunction with HCT to more fully understand the relationship between education and private economic returns such as higher wages.

A notable limitation of Human Capital Theory (HCT) lies in its tendency—particularly at broader levels such as state or national policy—to treat education as a uniform input. These high-level applications often assume that increased educational attainment and quality will automatically lead to greater productivity and higher wages across all populations. However, this generalization is problematic, as the formation of human capital is influenced by individual differences in learning styles and contextual factors. What may be considered a "quality" education in one environment might be ineffective in another, highlighting the need for a more nuanced understanding of educational outcomes.

Carl Rogers critiques modern education for its emphasis on cognitive learning that often lacks personal significance for the learner. He argues that content perceived as meaningless—such as rote memorization of abstract syllables—is not only difficult to learn but also quickly forgotten. In Rogers' view, this type of learning is one of the major failures in contemporary education, as it disconnects learners from the relevance and personal value of the material.

Rogers defines significant learning as learning that results in meaningful changes in an individual's behavior, attitudes, and sense of self. It is experiential and deeply rooted in personal relevance. For instance, a child who touches a hot object not only learns the meaning of "hot" but also develops a behavioral awareness that prevents future harm. This kind of learning is enduring because it is emotionally and experientially charged.

He further illustrates this with the example of a child adapting to a new linguistic environment. A five-year-old immersed in daily play with local peers in a foreign country can acquire a new language quickly and fluently without formal instruction. The learning is rapid because it holds personal meaning for the child. Conversely, if language is taught through rigid, teacher-centered methods that lack relevance to the child, the learning process slows or stagnates. Rogers emphasizes that learning thrives when it connects with the learner's lived experiences and personal significance.

Thus, the implication for educators is to adopt learner-centered approaches that promote meaningful engagement. For example, rather than merely teaching phonetic symbols by rote, a teacher might involve students in identifying words that use those symbols, encouraging active participation and personal discovery. This method enhances memory retention and academic performance, as students are personally invested in the learning process.

1.2.2.1 The Application of Human Capital Theory in Instructional Supervision

Human Capital Theory places emphasis on academic performance, which in this context serves as the dependent variable of interest. Central to Rogers' humanistic educational philosophy is the concept of “self-actualization,” which he views as the fundamental drive behind learning. According to Rogers (1953), individuals are motivated to learn in order to fulfill their intrinsic potential. This inner drive is considered essential not only for personal development but also for broader societal progress. The purpose of education, then, is to support individuals in realizing their full potential or “selfhood.” As such, self-actualization becomes the cornerstone of educational aims. Rogers advocates for cultivating learners who are adaptable, curious, open-minded, and capable of continuous learning. He challenges the traditional teacher-student dynamic, which he likens to pouring water from a kettle into an empty cup, arguing instead for a learning environment that fosters independent thought, self-confidence, and personal growth.

To translate this philosophy into instructional goals, students must be seen as active participants rather than passive recipients. Educational aims should go beyond merely transmitting facts or developing isolated skills. Rogers believed that individuals are not static entities but dynamic beings with the potential for continuous transformation. Therefore, teaching objectives should integrate both knowledge acquisition and the development of cognitive and emotional capabilities.

Rogers also contends that allowing students to grow autonomously is essential—not in the sense of unregulated freedom, but as an invitation to explore the unfamiliar with confidence. This requires a psychologically safe classroom environment that encourages the expression and development of learners' innate capacities. Traditional education often prioritizes textbook knowledge and structured delivery, assuming that effective teaching naturally results in effective learning. However, true educational progress demands a dual focus: understanding how to teach

effectively and how students learn most meaningfully. HCT supports this view by advocating for environments that allow learners to evolve freely.

Modern advancements in science and technology have expanded educational opportunities. Students now have access to online resources and can explore learning at their own pace and based on personal interests. This flexibility compensates for individual limitations and broadens intellectual engagement. Technological tools transform traditional learning processes—where knowledge acquisition was linear and segmented—into holistic and interactive experiences. This fosters deeper comprehension, as students are better able to connect and apply concepts. Teachers play a vital role in facilitating access to such resources, making the learning process more engaging and dynamic.

In alignment with HCT, Maslow's humanistic theory emphasizes the importance of emotional bonds between educators and learners. Teacher-student relationships are built on trust, empathy, and mutual respect. These emotional connections satisfy fundamental human needs for affection, recognition, and belonging. For effective learning to occur, educators must create nurturing environments, demonstrate genuine concern for students' well-being, and value their emotional experiences. In contrast, traditional, exam-oriented systems often position teachers as unquestionable authorities and students as passive recipients. In such settings, excessive discipline and emotional neglect can result in student resentment, suppression of individuality, and ultimately, academic failure. A shift toward emotionally supportive interactions based on love and understanding is essential.

To establish such emotional rapport, three key elements must be present: authenticity, acceptance, and empathy. Authenticity requires both teacher and student to engage honestly and transparently.

Acceptance involves respecting each other's feelings and viewpoints, even when they differ. Empathy allows educators to understand students' fears, efforts, and achievements without judgment. When these conditions are met, students feel seen and heard, leading to increased motivation and creativity.

The core of Human Capital Theory in education lies in its endorsement of student-centered learning. Rogers (1953) applied therapeutic principles to the classroom, advocating for “self-directed” learning. He posited that learners possess the intrinsic motivation and capability to guide their own education. The educator's role, therefore, is to facilitate rather than instruct, empowering students to take charge of their learning journey. Teachers function as guides and supporters rather than authorities.

According to Rogers, student-centered learning mirrors client-centered therapy. Just as a therapist builds trust with a client, teachers should create safe, respectful environments for students. Learning should be internally motivated and student-directed. Teachers can guide students in choosing what and how to learn while providing essential resources. For instance, before introducing a new reading passage, a teacher might ask students to review the material and share their learning goals, creating space for meaningful discussions and personalized instruction.

Students must also learn to identify and refine their own learning strategies. Teachers should encourage the development of general learning skills, as well as methods tailored to specific subjects. Rather than treating students as storage units for facts, they should be viewed as creators of new knowledge. Self-evaluation plays a critical role in this process. Instead of relying solely on tests and grades—which often encourage superficial learning and comparison—students should be taught to assess their own progress. This encourages introspection and personal growth. By

involving students in setting learning goals and evaluating outcomes, they develop a deeper awareness of their learning journey.

In conclusion, Human Capital Theory, grounded in humanistic psychology, has significantly influenced educational practices. It promotes approaches such as self-actualization, meaningful learning, emotional engagement between teachers and students, and student-centered instruction. These principles contrast sharply with traditional education models but offer transformative potential. They encourage educators to foster environments where students feel valued and are motivated to learn autonomously.

Although HCT offers a progressive outlook, it is not without limitations. Educators must carefully implement its principles, balancing innovation with practical constraints. Its effectiveness depends on how well its advantages are applied and its challenges mitigated. Moreover, HCT emphasizes collaboration among school staff. Effective teaching requires careful planning, including well-structured lesson plans, departmental collaboration, and equitable resource distribution. Positive perceptions among teachers emerge when school leaders provide supportive supervision, adequate training, and conducive working conditions—factors HCT associates with improved performance.

2.3 Theoretical Framework

This study will be guided by the psychological theory of supervision as articulated by Planturroot (2006). According to this perspective, every organization comprises a group of individuals among whom one typically emerges or is designated as a leader or supervisor. This individual is often formally appointed and is responsible for overseeing the operations and transitions within the organization to ensure its effectiveness and purposefulness. The supervisor plays a central role in managing activities and often assigns responsibilities to other members of the team.

In the context of educational institutions, Planturroot (2006) emphasizes that supervision is aimed at enhancing the overall performance of schools, improving classroom practices, and promoting the development of the organizational structure. To achieve these objectives, supervisors may draw from three major educational philosophies: essentialism, experimentalism, and existentialism. These frameworks shape the supervisory approach and inform how school leaders guide and influence teaching and learning processes.

This study will incorporate these three philosophical foundations, recognizing the value each brings to the supervisory function of school principals. While each philosophy has its unique contributions, they also address one another's limitations, offering a complementary and balanced approach to instructional supervision. This integrative perspective is particularly relevant in advancing effective school leadership and improving instructional practices.

2.3.1 Essentialism

Essentialism is rooted in a traditional educational framework that focuses on imparting fundamental academic knowledge and instilling core character values in learners. This philosophy emerged prominently in the 1930s through the contributions of William Bagley (1874–1946), who is recognized as one of its earliest advocates. Essentialism operates from a conservative standpoint, aligning itself with the existing social, political, and economic structures rather than seeking to transform them. The central aim is to equip learners with the necessary tools to function effectively within their society, rather than challenge or reform it.

Proponents of essentialism believe that the primary responsibility of schools is to preserve and transmit longstanding cultural and moral values along with intellectual knowledge. In such a setup, authority rests largely with the teacher, who acts as both a moral and intellectual guide. The curriculum is largely determined by educators and administrators, with minimal consideration for

students' preferences or interests. Academic achievement is often measured using standardized test scores, which are viewed as key indicators of learning outcomes and instructional effectiveness.

In the context of instructional supervision, essentialism underscores the role of the school principal as a central figure in guiding teaching and learning. Principals, through their training and experience, are seen as experts in curriculum delivery and instructional standards. Their supervisory role involves offering structured guidance to teachers—particularly those who are new to the profession—by promoting proven instructional strategies and providing direct oversight. Clinical supervision, where principals observe and provide feedback to individual teachers, is a key strategy within this philosophy. This model emphasizes the principal's responsibility in shaping instructional quality and fostering teacher development through direct engagement and support.

However, despite its strengths, essentialism is not without criticism. Its rigid and top-down approach often overlooks the evolving nature of knowledge and the need for flexibility in teaching practices. By promoting a highly authoritative style, it can stifle creativity and hinder both teacher and student autonomy. As such, while essentialism offers useful insights—particularly in maintaining instructional standards and supporting less experienced teachers—it is insufficient on its own. Its limitations necessitate the integration of other educational philosophies that offer a more inclusive and adaptable approach to supervision and instructional leadership.

2.3.2 Experimentalism

John Dewey (1859–1952), in response to the rigid and traditional practices associated with essentialist education, introduced a new educational philosophy known as experimentalism.

Dewey, who had a background in philosophy and psychology, approached education as a progressive reformer. In 1896, while serving as a professor at the University of Chicago, he established the renowned Laboratory School to practically explore and validate his educational theories.

At the heart of experimentalism is the belief that learning should be grounded in human experience. Dewey argued that individuals typically act out of habit, but when faced with change, they are compelled to think innovatively to make sense of their new realities and regain a sense of control over their environment. This process of adjustment fosters creative thinking and active engagement with the surrounding world. Consequently, education should aim to nurture students' ability to reason, explore, and interact meaningfully with their environment, with teachers serving as facilitators in this intellectual process.

Dewey championed the principle of "learning by doing," asserting that knowledge is best acquired through hands-on experience. A hypothesis, when tested and found to yield consistent results, may be considered conditionally valid. However, experimentalists do not claim permanence in knowledge, acknowledging that changing circumstances can redefine what is considered true. As explained by Glickman et al. (2017), the wisdom of the learner lies in the ability to understand the mutual influence between self and environment, recognizing the fluid nature of knowledge and its application.

Dewey's experimentalist ideals also extended to instructional supervision. He maintained that while teachers must understand and utilize the knowledge of their time, they should not be confined by it. Instead, they must remain open to discovering and applying new insights. In this view, schools function as dynamic environments—laboratories where educators collaboratively

pursue shared goals. Principals, as instructional leaders, do not merely transmit established knowledge; they facilitate innovation, encourage inquiry, and promote growth through exploratory learning.

Planturroot (2006) elaborated that supervisors employing an experimentalist approach maintain their focus on enhancing classroom instruction, improving schools, and fostering organizational development. Such supervisors actively involve teachers in planning, implementing, and refining instructional strategies. Rather than issuing directives, principals practicing collegial supervision collaborate with teachers to identify and test effective instructional methods, making the process more inclusive and growth-oriented.

Under this model, supervision becomes a developmental process, characterized by shared responsibility and continuous learning. Teachers are empowered to examine traditional practices while experimenting with new approaches, thus contributing to their professional development and improving teaching outcomes. As instructional quality improves, so does student academic performance, affirming the value of this supervisory method.

Moreover, experimentalism aligns well with educational research, as it welcomes innovative ideas and supports adaptive change within schools. Teachers guided by this philosophy are encouraged to explore novel teaching techniques and assess their effectiveness, ultimately leading to enriched instructional practices.

Despite its strengths, experimentalism is not without drawbacks. One concern is the potential for resource inefficiency, as frequent experimentation may lead to the abandonment of viable ideas before they are fully tested. Another limitation lies in the possibility of implementation fatigue—new strategies may be developed but not consistently applied. Additionally, the philosophy may

generate high expectations without always delivering proportional results. While experimentalism addresses the need for collaborative supervision and teacher involvement, it lacks a clear structure for non-directive support, thereby leaving a conceptual gap that calls for the inclusion of an additional philosophy to guide non-directive instructional supervision.

2.3.3 Existentialism

Existentialism emerged in 19th-century Europe as a response to the perceived limitations of both essentialist and experimentalist educational philosophies. Prominent thinkers such as Soren Kierkegaard (1813–1855) and Friedrich Nietzsche (1811–1900) were among its early advocates, each contributing unique perspectives. While existentialist scholars often diverge on many philosophical points, they share a common commitment to individual freedom and personal authenticity. They argue that previous frameworks, like essentialism and experimentalism, fail to fully recognize the distinctive concerns and individuality of each person.

Central to existentialism is the belief that the only true reality is one's own existence. There is no universal template for human nature; instead, every person possesses inherent dignity and worth. Human beings are seen as both the originators and interpreters of truth. This awareness fosters a deep respect for human uniqueness and encourages personal responsibility in shaping one's own destiny (Glickman et al., 2010). Within this framework, relationships—whether between students and teachers or among learners themselves—are essential to affirming each individual's value and supporting personal discovery.

In educational settings, the existentialist curriculum prioritizes activities that enable learners to explore their identities and develop personal values. Rather than overwhelming students with content-heavy instruction, existential education encourages reflection within one's cultural

context and supports the development of self-understanding. This approach promotes learning that is individualized, meaningful, and anchored in lived experience.

From a supervisory perspective, existentialism reinforces the idea that organizational leaders—such as school principals—must adopt various philosophical approaches to support institutional goals. While essentialism provides structure through tested knowledge and direct oversight, and experimentalism introduces a collaborative approach rooted in experience, existentialism contributes a more personalized and flexible supervisory model. It recognizes each teacher's autonomy and affirms their capacity to shape their own professional path.

In practice, existential supervision respects the teacher as an autonomous agent. The principal creates an environment conducive to exploration and self-growth, offering support without imposing rigid directives. Rather than directing every action, the principal adopts a non-directive stance—listening attentively, offering guidance when necessary, and encouraging self-reflection. In this context, goals and values are clearly communicated across the school, ensuring that all educators operate with shared purpose, even as they pursue individual development.

Self-directed supervision, which aligns with existentialist principles, emphasizes teacher autonomy. Educators are encouraged to establish their own professional growth objectives, seek out the resources necessary to meet those goals, and evaluate their own teaching practices. Principals play a facilitative role—motivating teachers to set meaningful targets, use feedback constructively, and engage in honest self-assessment. This approach cultivates ownership over professional learning and promotes instructional improvement grounded in personal insight.

The existentialist approach adds depth to instructional supervision by empowering individuals to take responsibility for their development. It fosters critical thinking and creative engagement,

enabling educators to refine their instructional methods in ways that reflect their unique perspectives. By protecting the teacher's voice and encouraging self-expression, this model supports a learning environment where individual contributions are valued.

Nonetheless, existentialism has limitations. Its emphasis on subjectivity can undermine collective goals if educators lack the maturity to balance personal freedom with institutional responsibilities. Not everyone may be capable of independent growth in isolation; collaboration often plays a key role in uncovering and realizing one's potential.

Effective supervision in schools requires the integration of diverse strategies. Teachers differ in experience, needs, and stages of professional development. As such, instructional leaders must apply a range of approaches tailored to individual circumstances. This flexibility allows teachers to explore various instructional styles and strategies best suited to their learners.

Planturroot (2006) argues that supervision should be viewed not as a rigid position, but as a structured and intentional process aimed at supporting school improvement, instructional quality, and organizational development. Within this framework, principals are instructional leaders who employ a variety of strategies—including direct instruction, collaborative inquiry, and facilitative guidance—to meet educational goals. Essentialism equips principals with tested content and methods; experimentalism encourages teamwork and shared innovation; and existentialism promotes teacher autonomy and self-discovery.

In self-directed supervisory models, teachers are challenged to reflect on their practices, pursue meaningful goals, and take initiative in their professional development. Principals, in turn, offer encouragement, feedback, and opportunities for growth—without undermining the teacher's sense

of agency. Existentialist supervision promotes responsibility, self-evaluation, and critical thinking, which together enhance instructional effectiveness.

Ultimately, each philosophy offers valuable insights. Essentialism provides structure and reinforces the authority of experienced principals in supporting novice teachers through established methods. Experimentalism promotes joint efforts and teacher collaboration, contributing to dynamic and responsive supervision. Existentialism brings attention to individuality and personal agency, reminding educators that effective teaching also involves creativity, reflection, and autonomy. When skillfully combined, these approaches provide a comprehensive framework for instructional supervision that meets the diverse needs of today's educators and enhances overall student learning outcomes.

2.3.4 Strengths of Psychological Theory

This theory proposes that every organization requires a supervisor responsible for overseeing its internal operations. In fulfilling this role, the supervisor applies a range of philosophical approaches—namely essentialism, experimentalism, and existentialism—to help realize the organization's objectives.

Essentialism supports supervision by emphasizing structured, authoritative guidance. It allows supervisors, particularly school principals, to offer direct oversight and assistance to teachers, ensuring that instructional delivery is based on well-established content and proven teaching techniques. Through clinical supervision, principals play an active role in shaping teaching practices by guiding educators in the application of standardized knowledge.

In contrast, experimentalism introduces a more collaborative model rooted in shared human experiences. This approach encourages principals to adopt a collegial stance, engaging teachers in reflective practice and ongoing discovery. It motivates educators to go beyond conventional methods and embrace innovation in teaching. Schools, within this perspective, are seen as environments for experimentation and collective inquiry, where principals and teachers work together to enhance academic outcomes.

One of the key strengths of experimentalism lies in its promotion of teamwork and shared planning between school leaders and staff, especially in developing and implementing instructional supervision strategies.

Existentialism, on the other hand, brings attention to the inherent worth and individuality of each teacher. It rejects the notion of a single, universal human nature, instead affirming that every person possesses the potential to shape their own professional journey. This philosophy contributes a non-directive dimension to supervision, where the role of the principal is to create an environment that respects teacher autonomy, supports self-exploration, and facilitates personal growth within the educational setting.

2.3.5 Weaknesses of Psychological Theory

Essentialism faces a limitation due to its reliance on an authoritative leadership style, which can restrict both teacher and student development by minimizing autonomy and innovation. Experimentalism, while promoting creativity and discovery, may lead to inefficient use of resources, as constant experimentation can result in ideas that are either impractical or never fully implemented. Existentialism, although it values individual freedom and self-expression, can

become overly subjective if not balanced, particularly when individuals lack the maturity or shared sense of responsibility needed for collective progress.

Despite these individual shortcomings, this study adopts the psychological theory of supervision because the combined use of essentialism, experimentalism, and existentialism provides a balanced framework. Each philosophy offers strengths that help offset the limitations of the others, making the theory a comprehensive and adaptable approach to instructional supervision.

2.3.6 Justification for Using Psychological Theory

The psychosocial theory is pertinent to this study as it offers a comprehensive framework for understanding the three key dimensions of instructional supervision practiced by school principals: the directive, collegial, and non-directive approaches. This theory aligns well with the principal's role as the lead supervisor responsible for coordinating all educational activities aimed at achieving institutional objectives.

Within this framework, the principal is positioned not only as an instructional leader who upholds established standards and provides structured guidance but also as a facilitator of professional growth among teachers. Through directive supervision, principals offer clear expectations and direct support to ensure that teaching aligns with curricular goals.

The theory also incorporates the experimentalist perspective, which supports collaborative engagement between principals and teachers. Here, supervision is developmental in nature, encouraging educators to reflect on established practices while exploring and integrating new instructional strategies. Teachers are actively involved in planning and decision-making, fostering a shared commitment to school improvement.

Additionally, the existentialist element of the theory emphasizes the importance of individual autonomy and self-direction. While teachers maintain their professional goals, the principal serves as a supportive facilitator—employing a non-directive, informational approach that involves attentive listening and responsive guidance. This creates a supportive environment where teachers can grow and take ownership of their instructional practices.

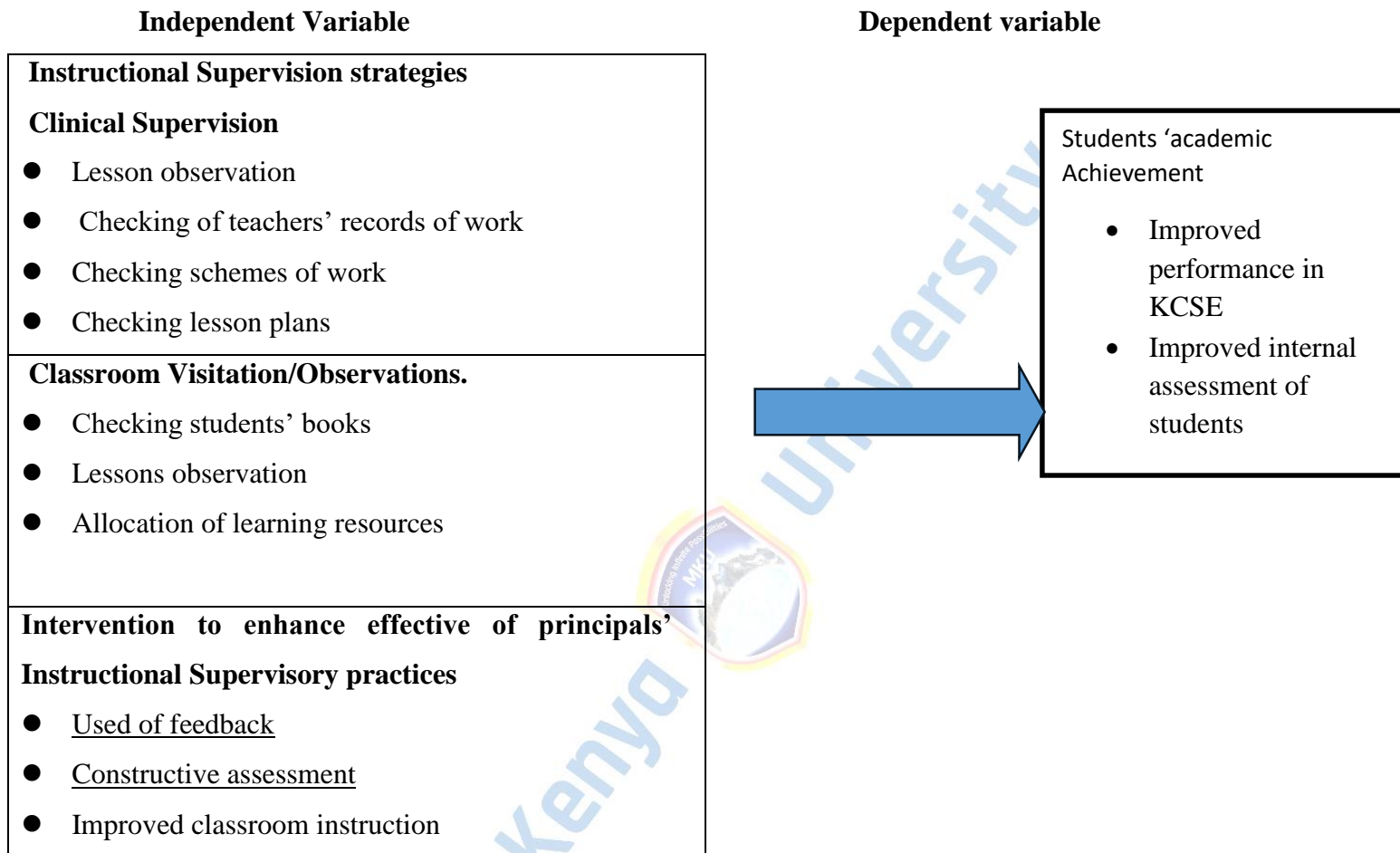
Overall, the psychosocial theory is well-suited for this study because it encapsulates the varied strategies principals employ to enhance teaching effectiveness. By integrating directive, collaborative, and facilitative approaches, the theory offers a strong foundation for improving instructional supervision and ultimately promoting students' academic achievement.

2.4 Conceptual Framework

According to Gall, (2003), a conceptual framework involves finding an idea about the relationship between the independent and the dependent variables which is represented graphically or diagrammatically. The conceptual framework is composed of two related components each with several factors and their interaction against which influence of principals' participation in instructional supervision to teachers can be evaluated upon.

The purpose of the study was to establish influence of principals' instructional supervisory strategy on students' academic achievement in public secondary schools in Samburu Sub County Kenya'

Figure 1: Influence of principals’ instructional supervision strategies on students’ academic achievement



Source: Researchers synthesis of instructional supervision and theoretical framework

The conceptual framework guiding this study is centered on examining how principals’ engagement in instructional supervision affects students’ academic achievement in public secondary schools. Instructional supervision represents a key leadership responsibility for school principals, aimed at enhancing the quality of teaching and learning.

This study is anchored on two primary variables: the independent variable and the dependent variable. The independent variable is the instructional supervision conducted by principals, while

the dependent variable is the academic achievement of students. The central assumption is that effective instructional supervision improves teaching practices, which in turn positively influences students' academic outcomes. Therefore, the study seeks to understand how principals conduct supervision activities such as lesson observation, classroom visits, and the evaluation of teachers' professional records.

Importantly, principals do not directly impact students' academic achievement; their influence is mediated through teachers. Principals support teachers by conducting activities such as observing lessons and offering constructive feedback, visiting classrooms, mentoring newly appointed staff, organizing formative assessments, reviewing instructional documents, and facilitating continuous professional development through in-service training programs (Glickman et al., 2017).

According to Glickman and colleagues (2017), principals are expected to monitor instructional tools such as lesson plans, schemes of work, and records of work covered. These interactions between principals and teachers serve to strengthen instructional delivery by identifying academic gaps and addressing areas of weakness. This leads to enhanced student learning and improved academic performance.

Moreover, effective instructional leadership fosters teachers' professional growth. In schools where principals actively support teachers through supervision, students are more likely to achieve strong academic results. Conversely, inadequate supervision by school leaders often corresponds with poor academic outcomes. Principals who provide support through activities such as induction, peer collaboration, feedback sessions, and provision of teaching materials create an enabling environment that motivates teachers and enhances classroom instruction.

Glickman et al. (2017) further outline five core roles of principals that contribute to instructional supervision: clinical supervision, group development, professional development, curriculum development, and action research. These roles encompass a broad range of supervisory tasks, all of which are designed to guide, inspire, and collaborate with teachers in strengthening instructional effectiveness and curriculum implementation.

The dependent variable in this study—students' academic performance—is closely tied to how well principals fulfill their supervisory responsibilities. When teachers are properly guided, supported, and equipped with effective teaching strategies, their instructional delivery improves, leading to higher student achievement in national examinations. Quality teaching, rooted in sound supervision, contributes significantly to the realization of school performance goals. On the other hand, insufficient supervision often leads to poor instructional practices and weaker academic results.

Ultimately, this study explores the relationship between principals' instructional supervision practices and student academic achievement. It posits that through structured, supportive, and consistent engagement with teachers, principals play a critical role in promoting better learning outcomes and achieving academic excellence in public secondary schools.

2.5 Research Gap

Dangara (2015), in a study conducted in Nigeria, explored how instructional supervision affects students' academic performance in secondary schools. The findings indicated that practices such as evaluating teachers' lesson notes, inspecting their records, making classroom visits, and reviewing students' exercise books were significantly linked to both improved student performance and teacher effectiveness. The study confirmed a strong positive relationship between instructional supervision and academic outcomes.

In another study carried out in Ekiti State, Nigeria, Akinfolarin et al. (2017) examined the association between academic supervision and student achievement. Their findings revealed that the supervision of teachers' professional documentation was positively associated with both teaching practices and learners' academic results. Both studies by Dangara and Akinfolarin et al. highlight the positive connection between teachers' instructional oversight and student academic performance. The present study seeks to assess whether a similar relationship exists in secondary schools within Samburu North Sub-County, focusing specifically on principals' supervisory methods.

Glanz and Hazi (2019) investigated the duties and expectations placed on school supervisors. Their research found that teachers valued direct support, especially when it helped them enhance their teaching effectiveness. They emphasized the supervisors' responsibility in guiding teachers to deliver quality instruction. However, this study did not explore the impact of supervision on students' academic success. The current research aims to bridge this gap by linking principals' supervisory roles directly to students' academic outcomes.

In Kenya, Mwangi et al. (2015) looked into how principals conduct instructional supervision in secondary schools in Kajiado North Sub-County. The study aimed to understand the extent to which teachers accept instructional supervision, especially before ascending to leadership roles. Despite its relevance, the study did not examine student academic achievement, which the current research intends to address.

Paul et al. (2016) examined how principals' oversight of teachers' professional records affects their instructional approaches in Ugandan public secondary schools. Their results showed that monitoring professional records had a statistically meaningful influence on how teachers conducted their lessons. Similarly, a study by Melissa (2016) in Kenya found that principals'

supervision of professional documentation significantly improved teachers' job performance. Although both studies emphasized teacher performance, they did not explore student academic achievement—a gap the current research aims to fill.

Mburu (2017) conducted a study in Murang'a South Sub-County to determine how head teachers' instructional supervision impacted performance in the Kenya Certificate of Primary Education (KCPE). The findings concluded that the preparation and use of professional teaching documents correlated with higher student achievement. However, Mburu's research focused on primary education, whereas the present study will concentrate on secondary schools within Samburu North Sub-County.

Odumbe (2016), Mburu (2017), and Kirui et al. (2018) found that school heads routinely assess professional records such as lesson plans, class attendance sheets, and schemes of work each school term. However, the current research seeks to investigate how these assessments influence students' academic results in secondary schools.

Research conducted by Sankale (2015), Wairimu (2016), and Gazmuri et al. (2018) showed that class observations by head teachers were infrequent. Nevertheless, all school leaders reported that their teachers consistently prepared lesson plans. The current study intends to determine whether direct classroom observations and the monitoring of instructional practices by principals have any bearing on learners' academic performance in secondary schools.

Chumba (2018) found through statistical analysis that supervising the scope and depth of content coverage had an impact on student academic achievement. The ongoing research will go a step further to assess how the evaluation of lesson notes and student exercise books correlates with academic performance.

In Kuwait, Sultan (2017) investigated the effects of instructional supervision on teacher performance in secondary schools. Using a descriptive survey approach with 24 participating teachers, the study found that supervision by school leaders significantly enhanced teacher performance, which in turn improved student outcomes. Although this study confirmed a strong link between instructional supervision and student achievement, it was based in a different context. The current study will employ both descriptive survey and naturalistic designs and will be localized in Samburu North Sub-County, Kenya, to evaluate academic outcomes based on the Kenya Certificate of Secondary Education (KCSE) performance.

2.6 Summary of Literature Review

A review of existing literature indicates that numerous investigations have been conducted at the global, regional, and local levels on the relationship between principals' instructional supervision strategies and students' academic achievement. These studies consistently highlight that supervision activities such as reviewing teachers' instructional records, evaluating lesson plans and notes, visiting classrooms, and assessing students' notebooks are strongly linked to both enhanced teacher effectiveness and improved student academic outcomes. The findings suggest a clear and positive association between instructional supervision practices and learners' academic performance.

In terms of roles and responsibilities of supervisors, studies established that the teachers prefer direct assistance to improve the learning opportunities of students. That preparation of teachers' professional documents influenced quality of academic results, where teachers review professional information post good performance in national examinations. With regards to design, some of reviewed studies used quantitative research approach only with its appropriate designs.

However, it lacked in –depth information of lived experiences of the phenomenon under study. Other studies employed quantitative designs only which has a limitation of not being generalized to the study population. Although qualitative studies give in –depth information; chances of biasness may be high and may compromise the findings. The current study bridged the gap by using a mixed paradigm is advantageous because both quantitative and qualitative approaches complement each other. The quantitative approach weakness were covered up by the strengths of the qualitative approach and vas-versa.

Moreover, in the reviewed study, the researcher observed that in research instruments, some used questionnaire only which has limitations of participants returning unanswered sections due to unclear items since there is no room for clarification .Similarly, the use of qualitative items only lacks randomization, hence cannot be generalized to the study population. The current study bridged the gap by using the questionnaire to collect quantitative data and used interview guide for qualitative data for triangulation purpose of the information obtained.

The researcher also observed that most reviewed studies, the researchers did not determine the validity and reliability of the data collection instruments. This implies that questions items were not corrected on errors hence some might have gathered inaccurate information. The current study mitigated the identified flaws of measurement by subjecting the research tools to both content and faces validity and determines their reliability which ensured that data collected was sound and accurate. The validated instruments were also pilot tested to remove any ambiguities .Others studies collected data from one category of participants which was prone to biasness of information. The current study mitigated that by incorporating different categories of participants comprised of teachers, principals, students and County director of education for triangulation purposes thus cemented the accuracy the data obtained.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodology adopted for the study. It presents the research design, identifies the target population, and details the sampling techniques and sample size. The chapter also describes the research instruments employed, along with procedures used to ensure their validity and reliability. In addition, it explains the methods used for data collection and the techniques applied in analyzing the collected data.

3.1 Research Design

The researcher used descriptive survey design to collect information about the attitudes, opinions and habits of the respondents in order to establish the current situation. The main aim of using this design is to determine whether principal's instructional supervision strategies have impact on student's academic achievement. The main reason for selecting the survey type of research design is to be able to describe characteristics, behaviors and attributes of a give set of population. Additionally, the method allows for sampling validation as well as being cost effective. The two approaches; both qualitative and quantitative design was used. The two methods were weighed equally, then analyzed independently and the results to be interpreted later.

The study employed both quantitative and qualitative research approaches to provide a comprehensive understanding of the research problem. The quantitative method was selected to facilitate the collection of measurable data that could be statistically analyzed. This approach enabled the researcher to quantify responses and identify patterns across a broad sample, making

it suitable for evaluating the relationship between instructional supervision and academic performance.

For the quantitative component, a cross-sectional survey design was utilized. This design involves gathering data from a large sample at a specific point in time, allowing for the assessment of prevailing conditions or opinions among different groups—such as school principals, teachers, and students. The intent of this design was to document current practices, compare them against defined benchmarks, and explore any correlations between supervisory practices and student outcomes.

In addition to the quantitative design, a qualitative approach was employed to gain deeper insights into participants' perspectives. This method was essential for capturing rich, descriptive data and understanding the context in which instructional supervision occurs. The qualitative strand of the study was guided by a phenomenological design, which focuses on individuals' lived experiences and how they interpret those experiences in their specific settings. By setting aside preconceived notions, the researcher aimed to explore the essence and meaning of participants' encounters with instructional supervision.

The qualitative data were gathered through interviews and open-ended questionnaire items, offering participants the space to share detailed views and reflections. This dual approach—combining statistical analysis with in-depth narrative exploration—enabled the researcher to triangulate findings and develop a more holistic understanding of how principals' instructional supervision strategies impact students' academic performance in secondary schools within Samburu North Sub-County.

3.2 Location of the study

Nyiro Division is geographically located in the North of Samburu County along Baragoi – Loyangalani Road. Samburu County is a county in the former Rift Valley Province, Kenya which covers an area of roughly 21000km² in northern Kenya where the Samburu, Turkana and many other tribes live. It stretches north from the Wuaso Ng'iro River to the south of Lake Turkana. According to the Republic of Kenya map (2011), this county (025) borders Laikipia to the south, Isiolo to the East, Baringo to the West, Marsabit to the North and Turkana to the North West.

Nyiro Division, located in Samburu North Sub-County of Samburu County, Kenya, is primarily inhabited by members of the Samburu community, with a minority population of the Rendile people. The study was conducted in public secondary schools within Samburu North Sub-County. This specific area was selected due to the consistent underperformance of its secondary schools in the Kenya Certificate of Secondary Education (KCSE) examinations over the past four years. Samburu County is administratively divided into three sub-counties: Samburu Central, Samburu East, and Samburu North. The county's population is largely composed of the Samburu ethnic group. The dominant economic activity in the region is nomadic pastoralism, with most residents depending on livestock and related products for their livelihoods.

3.3 Target population

According to Kombo and Tromp (2016), a population is defined as the entire set of individuals, items, or elements that share a common characteristic and from which a sample can be drawn for the purpose of analysis or measurement. For this study the target population constituted 18 secondary schools in Samburu North Sub-County represented by 18 principals, 150 teachers and 900 form four students (both boarding and day mixed schools). The main reasons for using only

form four students are that, they have most extensive experience and exposure to the school environment, the principal’s leadership and the instructional supervision strategies employed over the course of their secondary education. Secondly, they have been under the principal guidance and supervision for the longest duration, compared to students in lower forms levels which can provide more comprehensive and representative insight into influence of principal’s leadership. Finally, by focusing on a single form four, the researcher could ensure consistency in the data collected across the different schools sampled. The County Director of Education was also included in the population of the study.

Table 3.1 Target Population

Participants	Target population
Teachers	150
Principals	18
Form four students	900
CDE	1
Total	1069

Source: Author (2024)

By defining the target population in this comprehensive manner, the researcher aimed to capture a diverse range of perspectives and experiences related to the instructional supervision practices and their influence on students’ academic achievement within the public secondary schools in Samburu North Sub–County. This holistic approach to the target population allowed the

researcher to gather a well-rounded understanding of the research problem from multiple stakeholder groups.

3.4 Sampling Procedures and Techniques

In this study, the researcher employed probability sampling methods to ensure that every potential respondent had an equal chance of being selected (Kerlinger & Lee, 2000). Specifically, both simple random sampling and stratified sampling techniques were applied at different stages of the sampling process. These methods were chosen due to their effectiveness in producing a sample that accurately reflects the characteristics of the target population, in contrast to non-probability sampling methods, which may introduce bias (Babbie, 2005).

To select the schools, stratified sampling was used to identify a total of fifteen public secondary schools within Samburu North Sub-County. The aim was to obtain a balanced sample that included various school categories, such as mixed day schools and single-sex boarding schools. The selected schools were required to have form four students and available academic performance data for the Kenya Certificate of Secondary Education (KCSE) examinations from 2019 to 2022.

Within each stratum, proportionate stratified sampling ensured that sub-groups were fairly represented. After schools were grouped based on type, students were selected using simple random sampling, targeting 40% of the identified student population. For the selection of principals, systematic random sampling was utilized to enhance fairness and reduce selection bias in identifying respondents for the study.

3.5 Sample Population.

In this study, the sample population was four hundred and seventy-six (476) respondents comprising of (15) principals, one hundred teachers (100), three hundred and sixty (360) form four students distributed in all the fifteen (15) public secondary schools in the Samburu North Sub-County and the County Director of Education. The researcher used the boys schools categories to represented by 20%, girls by 20% and mixed day secondary schools is 60% of sample size of teachers in the study. Form four students were selected as the focus because they were likely to have experienced the principals' instructional supervision strategies over a significant period making them well positioned to provide relevant information needed.

By concentrating the study on form four students, the researcher could obtain a more representative, consistent, and relevant sample to explore the impact the of principals' instructional supervision on the students' academic achievement.

Table 3.2 Sample Population.

	Target population				Sample size			
	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Principals	3	3	12	18	2	2	11	15
Teachers	30	30	90	150	20	20	60	100
Students	300	300	300	900	120	120	120	360
CDE	1				1			
Total				1069				476

Sub-County Education Office (Year 2024) Source: Samburu North

3.5.2 Sampling of schools

The researcher sampled the schools by listing them as per their K.C.S. E performance trends for the last four years, ordering them from best performing to poorly performing. This was a form of ranking the schools. The researcher then used systematic sampling to select the sample of 15 schools from the ordered list. This systematic sampling approach ensured that each school had an equal chance of being selected, while also maintaining the ordered ranking of the schools based on their KCSE performance. In this case, the schools were listed based on their KCSE performance trends and then every 15th school was chosen by writing 1-15.

3.5.3 Sampling of Teachers

Systematic random sampling was used for teachers. A list of 150 teachers were obtained from the principals in schools 1-15. The researcher then, started from school one by picking the first eight teachers in every school using simple random sampling. The process was repeated for all schools

until 100 teachers are achieved. Teachers from each of the selected schools were chosen using simple random sampling. This method was applied because it ensures that every individual within the defined population has an equal and independent opportunity to be included in the sample (Orodho, 2008). As for the principals, those heading the fifteen selected schools were automatically included as participants in the study.

3.5.4 Sampling of Students

Purposive sampling was used to select students in each of the sampled schools. This method was used since the form fours have stayed enough in the schools. A total of 360 students were identified. This method involves selecting only form four students because they could provide valuable insights into the instructional supervision strategies of the principals as well as their academic performance.

3.6 Research Instruments

The study utilized three main tools for data collection: questionnaires, interview schedules, and a document analysis guide. According to Schindler (2006), questionnaires are particularly suitable for research involving descriptive designs. This instrument enabled the researcher to gather extensive data from a relatively large sample within a limited timeframe and at minimal cost (Orodho, 2006).

The questionnaire items were designed to reflect both the independent and dependent variables as guided by the research questions. The questions were structured in a clear and straightforward manner to ensure respondents could easily comprehend and respond naturally. This facilitated the collection of accurate data on how principals' instructional supervision practices influence student

academic performance in Samburu North Sub-County. Since all participants were literate, they were capable of completing the questionnaires without difficulty.

The use of multiple data collection instruments provided a comprehensive perspective on the research problem and supported triangulation, enhancing the validity of the findings. Specifically, questionnaires were administered to both teachers and students, while interviews were conducted with school principals and the County Director of Education (CDE) to gather more in-depth insights. Additionally, a document analysis guide was employed to review relevant records and reports, further enriching the data collected for the study.

3.6.1 Questionnaires for teachers

The questionnaires administered were both open-ended questions and close ended questions. Questionnaires have section (A) on delegation of supervisory roles of principals to teachers, Section (B) required respondents' feedback on the effective record keeping roles played out by the school principals. Section(C) captured questions on teacher assessment roles by the school principals.

3.6.2 Questionnaire for Students

The questionnaires were semi structured. Questionnaires had section (A) on delegation of supervisory roles of principals to learners. Section B required respondents' feedback on the effective record keeping roles played out by the school principals such as learners having an admission number and an individualized file. Section C of the questionnaire was to capture questions on teacher assessment roles by the school principals such as participation in co curricula activities. Moreover, the students selected for the study were required to have spent

sufficient time in school to enable them to make meaningful connections between activities such as classroom monitoring, supervision of their academic work, safeguarding of instructional time, and overall performance in their annual academic assessments and KCSE examinations.

3.6.3 Interview Schedule for Principals and County Director of Education

The study incorporated interview schedules as a tool for gathering detailed information from respondents, with the aim of gaining deeper insights into how principals' instructional supervision strategies impact students' academic performance in secondary schools within Samburu North Sub-County. According to Khan (2008), interviews serve as a valuable method of data collection in descriptive research, particularly when seeking to understand the views and attitudes of participants (p. 105).

Kombo and Tromp (2006) highlight that interviews can take various forms, including structured, semi-structured, and unstructured formats. For this research, a semi-structured interview format was adopted. This approach allowed the researcher to follow a predetermined set of questions aligned with the research objectives while also providing flexibility to explore additional insights through follow-up questions. The interview schedule was designed to align closely with the study's research questions, ensuring that the collected responses would directly inform the analysis of the influence of instructional supervision practices on academic achievement.

3.6.4 Document Analysis Guide

Document analysis was utilized as one of the key data collection methods under the naturalistic phenomenological research design (Macmillan, 2004). This technique focuses on examining

existing written materials such as books, magazines, and other relevant documents to extract meaningful information (Mugenda & Mugenda, 2003).

In this study, a document analysis guide was employed to review various professional records maintained by teachers. These included syllabi, schemes of work, records of work covered, lesson plans, and student progress reports. The goal was to determine whether school principals routinely review these documents and provide feedback, including suggestions for improvement where necessary. In addition, the master timetable and instructional resources available in the schools were examined to assess how well they supported teaching and learning activities.

The findings obtained from document analysis were cross-checked against data collected through questionnaires and interviews to ensure consistency and to enhance the credibility of the results.

By using a combination of these three tools—questionnaires, interviews, and document analysis—the study was able to develop a more thorough understanding of the influence of principals’ instructional supervision strategies on student academic achievement. This triangulation of data sources allowed for a more comprehensive analysis of the research questions.

3.7 Validity and reliability of research instruments

3.7.1 Validity of the Research Instruments

Validity is the degree to which a method, test or research tool actually measures what is supposed to measure. For Mugenda and Mugenda, (2019) validity of the research instrument is the extent to which a research instrument measures what it is supposed to measure. The researcher validated the instruments in terms of content and face validity. The content validity of the questionnaire is the degree to which a questionnaire actually measure what it is purported to measure (Oso, 2016).Further Oso emphasize that the content validity assesses the representativeness of the items in the instrument as they relate to the complete area of the questions being asked.

The researcher prepared the instruments in close consultation with the supervisors in order to ensure that the items in the questionnaire covered all the area under investigation. After that, the researcher sought expert judgments from researchers and educational administrators at Mount Kenya University .They were given the research questions together with the designed questionnaire, interviews guides and documents analysis guides and requested to scrutinize them whether they adequately captured the content of the area under study. Their suggestion in the identified weaknesses in the research instruments were adjusted thus improved the questionnaire.

3.7.2 Piloting of Research Instruments

Pilot testing involves trying out the research instrument on a small number of samples (Kombo&Tromp,2016).After validating the designed questionnaire and interview guide, the instruments were pre-tested in three secondary schools in Samburu North Sub County with three principals,6 teachers and 10 students who were excluded in the actual study. These participants were used to pilot the questionnaire items to counter check if the questions are addressing the issues and were clear to the participants .The participants were also encouraged to make genuine comments and suggestions concerning clarity of specific items ,clarity of instructions, and spaces for writing answers. The pre-testing enabled the researcher to identify ambiguous items that were eliminated, others were modified prior their use in the study.

3.7.3 Reliability for Quantitative Research Instruments

McMillan and Schumacher (2010) describe reliability as the extent to which consistent results are obtained when the same instrument is used across different occasions or formats, and the degree to which measurements are free from error. Similarly, Gay et al. (2009) explain reliability as the ability of a research instrument to consistently produce the same outcomes when used repeatedly under similar conditions. In essence, reliability refers to the accuracy and consistency of the data yielded by the instrument, rather than the instrument itself.

To ensure that the instruments used in this study produced dependable and consistent results, reliability testing was conducted. A reliable instrument is one that produces stable and consistent responses over time. MacMillan (2010) notes that a high reliability score indicates minimal error in the measurement, while a low score suggests a higher margin of error. There are four commonly used methods for testing reliability: the split-half method, test-retest method, equivalent form, and internal consistency.

Reliability is often expressed as a correlation coefficient, ranging from 0.00 to 0.99. A higher correlation coefficient, such as 0.78 or 0.85, indicates strong reliability, whereas coefficients below 0.60 are generally considered weak or inadequate.

For this study, the researcher employed Cronbach's alpha to assess the internal consistency reliability of the questionnaires. This method is particularly suitable when multiple Likert-scale items are used. The questionnaire consisted of 10 items measuring principals' instructional supervisory activities and additional items assessing the influence of supervision, all structured using a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree."

Cronbach's alpha values range between 0 and 1, with higher values signifying stronger internal consistency. The analysis showed that all alpha coefficients exceeded the 0.5 threshold, suggesting that the instruments used were acceptably reliable. Therefore, the questionnaires were deemed suitable for data collection. The reliability statistics for the tools administered to teachers and students are presented in Table 3.3.

Table 3.3 Reliability statistic for Teachers and Students' Questionnaire

Cronbach's Alpha	Cranbach's Alpha Based on Standardized Items	No. of Items
0.814	0.814	131



As presented in Table 3.3, the reliability analysis revealed that the Cronbach's alpha value for both the teachers' and students' questionnaires was 0.814. This value indicates a strong level of internal consistency. According to Gay (1992), a reliability coefficient exceeding 0.70 is considered acceptable, while Orodho (2008) notes that a coefficient around 0.80 reflects a dependable level of reliability. Based on these benchmarks, the instruments used in this study were found to be sufficiently reliable for the purpose of data collection.

3.7.4 Trustworthiness of Qualitative Data

The trustworthiness of research instruments in qualitative data according to Cohen, Manion and Marrison (2018) focuses on researcher since he/she is the instrument itself. The trustworthiness of research, therefore, involves credibility, conformability, dependability and transferability. Credibility according to Probyn, et al., (2016) refers to extent to which the findings of a research represents reality and the participants' viewpoints rather the researchers. In this study, credibility was established through member checking, that is, sending the transcribed notes to participants for review and verification. Also, during interviews, at the end the researcher read back to the interviewee the data collected to confirm whether it was a true reflection of what she/he said. Conformability (neutrality) involves the degree of neutrality or the extent to which the findings a study are shape solely by the participants and not the researcher bias, motivation or interests. The researcher used method and source triangulation in order to avoid the effect of investigator's bias.

Dependability (consistency) indicates that the findings are steady if the study could be repeated several times. This study measured dependability of the qualitative instruments through member checking. The research cross checked with the informant to verify that the information got was correct. Creswell (2014) contend that the use of more than one qualitative research instruments in the areas authenticity of information obtained. The researcher use three research instruments comprising of questionnaires, interviews guides and document analysis guides for the triangulation of the information obtained. This increased the authenticity of the information obtained.

Transferability is the qualitative research refers to the extent to which the findings of a particular qualitative study can be applied to another situations or contexts (Probyn et al., (2016). The researcher followed a research design and methodology, ensures the use of proper sampling procedures, then collected in –depth data for description of the phenomenon of the study. This allowed other researchers to have a proper understanding and enable them to make judgment about the findings and transfer to other contexts.

3.8 Data Collection Methods and Procedures

The researcher first sought and obtained authorization from Mount Kenya University to conduct the study. In addition, a research permit was acquired from the National Commission for Science, Technology and Innovation (NACOSTI) to facilitate field data collection. This permit was then presented to the relevant education authorities to gain official approval to access secondary schools for the study.

Data collection was carried out personally by the researcher. Questionnaires were distributed directly to teachers and students within the selected schools. For the interviews, prior appointments

were scheduled with the participants, after which the researcher conducted face-to-face sessions with school principals and the County Director of Education (CDE).

Regarding document analysis, the researcher accessed instructional materials and professional records—such as schemes of work, records of work, lesson plans, and student progress reports—through formal requests made to heads of departments. The purpose was to assess whether school principals regularly review and sign off on these documents as part of their supervisory duties. The information obtained from the documents was examined to determine the frequency and consistency of principal involvement in monitoring teachers' professional records.

3.9 Data Analysis techniques and procedures

The data collected from the field underwent verification, correction, and coding prior to analysis. As part of the validation process, the completed questionnaires were reviewed to determine whether a sufficient and representative sample had been obtained, based on the proportion of usable responses. Each questionnaire was carefully examined to identify and correct any errors, incomplete answers, or irrelevant responses.

According to Mugenda and Mugenda (2019), raw data gathered from the field cannot be interpreted in its original form and must be processed through analysis. For qualitative data, the analysis involved interpreting responses from open-ended questionnaire items, interviews, and insights drawn from empirical literature. This allowed the researcher to derive meaning and contextual understanding from the participants' narratives.

Quantitative data analysis focused on transforming the numerical responses related to principals' instructional supervision and student academic performance into statistical outputs. This process included creating data sets, generating descriptive statistics, estimating population parameters,

and making inferences based on the statistical evidence. The analysis was conducted using the Statistical Package for Social Sciences (SPSS) version 26. This software facilitated data coding, organization, summarization, and transformation into manageable and meaningful results.

Descriptive statistics, such as frequencies and percentages, were employed to analyze both the quantitative and qualitative aspects of the data. The results were presented in tables and charts for clarity and ease of interpretation. For qualitative data collected through interviews, open-ended questions, and document reviews, responses were categorized thematically according to the study's research questions. These were then presented in narrative form, supplemented with direct quotations from participants.

After analyzing the data, the researcher drew conclusions and formulated recommendations based on the study findings, addressing the research questions and offering insights into the relationship between instructional supervision and student academic achievement.

3.10 Ethical considerations

1. Acknowledgement of the sources.

This study was conducted in an ethical manner where all the participants of the study were treated with dignity, respect and their privacy highly respected. Basse (1999) contends that the researcher should have ethical consideration when conducting and reporting research work through ensuring that there is democracy and respect for both the truth and persons involved in a study. Right from the on-set, the researcher acknowledged all writings and research work cited in the study, whose findings and sentiments shaped this study. These eliminated research plagiarisms and upheld the integrity of the researcher in the research process.

2. Informed Consent. The researcher secured official authorization to carry out the study, including a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Armed with letters of introduction and informed consent forms, the researcher visited each site where participants were located and sought approval to administer the research instruments. During these visits, the purpose of the study and the criteria for selecting respondents were clearly explained, helping participants understand their role and the importance of the research. This approach fostered trust and encouraged the provision of honest and accurate responses.

3. Confidentiality of information: Prior to the administration of the instruments, the researcher wrote to the respondents requesting them to participate in the study. The letter pointed out to the selected respondents that their participation in the study is to provide needed information for purposes of research only. The letter emphasized that the information given would be treated with utmost confidence.

4. Anonymity of respondents: When collecting data, the procedure of the research was explained to the participants. Equally, when distributing the questionnaires, the researcher assured respondents anonymity of their identities. They were instructed not to indicate their names anywhere in the questionnaire. This was to ensure anonymity and confidentiality of the participants. The participants were also instructed not to indicate the location of their schools. That would ensure further their comfort regarding their confidentiality. The researcher was the only person who could access the information gathered from participants. All these measures were to mitigate and guarantee participants anonymity and confidentiality of the records.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents, data analysis, presentation and interpretation of findings in relation to research questions and are organized under the following themes: Instrument return rates, background information of participants. This is followed by instructional supervisory practices of principals, effectiveness of principals' instructional supervisory practices on students' academic achievement, challenges principals face in when carrying out their instructional supervision and the remedial that can be put in place to improve their instructional supervision.

4.1 Instrument Return Rate

The research instruments were sent to various categories of participants drawn from both the administration, that is; the County Director of Education and 15 Principals, 100 teachers and 355 students. 460 questionnaires were distributed to teachers and students. Interviews were arranged for the County Director of Education (CDE) and the principals of the fifteen selected public secondary schools in Samburu North Sub-County. The study employed both questionnaires and interview schedules to gather data from the different groups of participants involved. Specifically, questionnaires were administered to teachers and students at the school level, while interviews were conducted with the principals and the CDE to obtain detailed insights from the administrative level.

Table 4.1 Response Rate of the Participants

Category	Issued	Returned	% Return Rate
Students	360	355	90.90
Teachers	100	100	100
Principals	15	15	100
CDE	1	1	100

Note, %= Percentage

Source: Author, 2025

The study recorded a response rate of 100% from teachers and 90.90% from students, resulting in an overall average response rate of 95.45% for both groups. This high participation rate indicates that nearly all individuals sampled for the study were available and willing to participate. The strong response was made possible through consistent communication with the respondents via phone calls and regular follow-up visits to their respective schools. The data collection process was streamlined by administering and retrieving the research instruments on the same day with the assistance of a research assistant. Additionally, the principals from all 15 sampled schools in Samburu North Sub-County and the County Director of Education (CDE) all participated fully, yielding a 100% response rate at the administrative level. This complete response ensured that the researcher obtained all the necessary data for the study. According to Mugenda and Mugenda (2019), a response rate of 70% or higher is considered excellent and contributes significantly to the reliability and validity of research findings. As reflected in Table 4.1, the high response rates across all respondent categories ensured that the data collected was adequate and reliable for analysis, allowing the researcher to confidently proceed with interpreting the results.

4.2 Demographic Characteristics of Principals, Teachers and Students

This section presents the demographic characteristics of the respondents in the study sample, focusing on gender, age, educational background, and work experience. The purpose of including this section was to highlight the personal attributes of principals, teachers, and students that may influence student academic performance. Part A of the questionnaire administered to both teachers and students aimed to gather foundational background information to ensure that the individuals providing data possessed the relevant qualifications and experiences necessary to offer credible and informed responses aligned with the research questions.

One of the key demographic indicators examined was the age distribution of the respondents. This was important in assessing whether the participants had sufficient experience and maturity to provide accurate information concerning the role of principals' instructional supervision practices in shaping students' academic outcomes. The table below summarizes the respondents' age groupings.

Table 4.2 Participants Responses on their age group

Item	Category	Frequency	Percentage (%)
Students	16-20 years	253	71.2
	20-25 years	102	28.7
Teachers	25-30 years	45	45
	30-35 years	55	55
Principals	30-35 years	3	20
	35-40 years	7	47
	40-49 years	3	20
	50 and above years	2	13
CDE	40-45 years	1	100

*Key: Students N=355 Teachers N=100 Principals N=15 County Director of Education N=1

Age is recognized as a factor that can influence teacher performance, particularly because it often correlates with professional experience. In educational settings, the age of school leaders and teachers is typically associated with the number of years they have served, which can enhance effectiveness in classroom instruction and overall student performance. In this study, the researcher sought to determine the age distribution of respondents to assess its potential link to instructional supervision and student outcomes.

The findings revealed that a significant proportion of the sampled principals (47%, f=7, N=15) were between the ages of 35 and 40. Another 20% (f=3) fell within the 30 to 35 age bracket, while a smaller group (13%, f=2) were over 50 years old. This suggests that most administrative roles in

the sampled schools are held by individuals in their mid-career stages, with limited representation from younger professionals.

These results align with Kadenyi's (2016) findings in a study conducted in Vihiga Sub-County, which noted that all principals involved were aged between 41 and 60, indicating that age may be a key criterion in appointing individuals to leadership positions. This underscores the idea that age often brings with it a blend of practical experience and theoretical knowledge, which are critical for effective instructional supervision. Such capabilities are likely to influence students' academic achievement positively.

Majority of teachers (55%, N=55) of the sampled respondents were aged 30 – 35 years of age. Therefore, most teachers are still in the youthful stage, young and energetic who are capable of teaching effectively to ensure that students achieve good results in their academics. Some (45% N=45) were aged 25-30 years. Most students were aged between 16-20years 71.2% N=253. A few (28.7%, N=102) were aged between 20-25 years. This indicate that some students joined secondary schools when they were old enough as a result of free primary education. Therefore, they were able to give correct responses to the questions asked in the questionnaires.

4.2.1 Gender of the participants

Gender was a significant variable in this study, as it was essential to consider the gender distribution of principals, teachers, and students when assessing the impact of instructional supervision on students' academic performance. Understanding gender representation provided insight into possible variations in supervisory practices and their perceived effectiveness across different gender groups.

Table 4.3 Respondents' Gender

Item	Category	Frequency	Percentage (%)
Students	Male	247	69.6
	Female	108	30.4
Teachers	Male	58	58
	Female	42	42
Principals	Male	12	80
	Female	3	20
CDE	Male	1	100

*Key: Students N=355, Teachers N=100, Principals N=15 and County Director of Education N=1

The findings of this study indicated that a majority of the principals in the sampled public secondary schools in Samburu North Sub-County were male, accounting for 80% (f=12, N=15), while only 20% (f=3) were female. This reflects a gender ratio of approximately 1:4 in favor of male principals. These results are consistent with a study by Jeputei (2015), which found that male administrators outnumbered their female counterparts in public secondary schools in Nandi North. This imbalance may be attributed to prevailing gender stereotypes that often position men as more suited for leadership roles, while women are viewed as less assertive or hesitant to pursue such responsibilities. Many female educators are perceived to avoid applying for leadership roles, contributing to their underrepresentation in administrative positions. However, this trend is not universal; in some educational contexts, such as certain faith-based schools, women dominate leadership positions.

Kniger (2013) conducted a comparative study in the Netherlands examining gender differences in leadership within secondary schools. The study involved 98 school heads, matched by school type, and used multiple instruments with Likert scales tested for reliability. Responses were gathered from 858 students and 637 teachers, and the data were analyzed using MANOVA. Results showed that female school heads were generally more focused on educational and instructional leadership, while their male counterparts were more involved in administrative tasks and external relations. Although differences in leadership style were minimal, men were found to be slightly more competitive in handling conflicts, whereas women tended to avoid them. Contrary to common perceptions, female leaders did not rate higher in consideration or democratic leadership and were not found to feel more isolated than male leaders. Kniger concluded that the effectiveness of leadership traits depended not only on gender but also on the dominant culture within the school, which often dictated whether certain behaviors were encouraged or suppressed. The study recommended combining the strengths of both male and female leadership styles to enhance school management.

In the present study, it was also observed that 58% (N=58) of the teachers were male, while 42% (N=42) were female, indicating a male-dominated teaching workforce in the sampled schools. Gender was considered a critical variable, as it can influence how students engage with teachers and respond to instruction. Effective instructional supervision by school leaders should therefore aim to support teachers of both genders in delivering high-quality instruction that meets the needs of diverse student populations.

Regarding the student respondents, 69.6% were male, while 30.4% were female, suggesting a significant gender imbalance in student enrollment and retention in the region. This disparity may reflect broader socio-cultural and economic factors that affect girls' access to and completion of

secondary education. National data has shown similar trends, with the Republic of Kenya (2007) reporting that in 2004, the completion rate was 91.5% for boys and 87.5% for girls, highlighting a gender gap in favor of male students. Despite these challenges, the instructional supervision practices of school principals are expected to promote equitable academic achievement for both male and female learners by ensuring that all students benefit from improved teaching and learning processes.

4.3.3 Participants Responses on the Level of Education

Professional and academic qualifications are considered critical factors in determining the effectiveness of leadership, which in turn contributes to improved student performance. The level of education attained reflects the depth of training an individual has received, which directly influences both the implementation and reception of instructional supervision within the school setting.

Table 4.4 Participants' Responses on the Level of Education

Participants	Category	Frequency	Percentage (%)
Students	Form 4	355	98.6
Teachers	Diploma	37	37
	Bachelors	63	63
Principals	Diploma	3	20
	Bachelors	11	73.3
	Masters	1	6.7
CDE	Masters	1	100

*Key: Students N=355, Teachers N=100, Principals N=15 and CDE N=1

The analysis revealed that a significant proportion of the principals (73.3%) and a majority of the teachers (63%) held bachelor's degrees. Additionally, 37% of the teachers possessed diploma qualifications, while 20% of the principals fell within the same category. Furthermore, 6.7% of the principals, along with the County Director of Education, held master's degrees, although none of the teachers had attained this level of education. These findings highlight that school principals in Samburu North Sub-County generally have higher academic qualifications than the classroom teachers they supervise. Therefore, they are able to carry out instructional supervision effectively leading to high students' academic achievement. This finding is supported by Mariñas (2013), Secong (2014), and Pescuela (2015) argued that most of the teachers pursue further studies to improve their craft, however only few of them were predicted to finish their degrees. In public schools, teachers are encouraged to finish their postgraduate studies as professional career advancement is one of the major requirements for promotion to higher position in educational agencies and higher salary rate for increased job responsibilities in addition to the enhancement of teacher's theoretical and technical knowledge. Nomso (2015) found notable variations in how male and female principals viewed their roles and responsibilities. Female principals tended to assign greater significance to several administrative and instructional activities, such as faculty meetings, staff orientation for new teachers, teacher recruitment, professional development, and teacher evaluation. Rothman recommended that further qualitative research be carried out to investigate the underlying factors contributing to these differences and to provide a more comprehensive understanding of how assistant principals perceive their roles.

As cited in Mariñas (2013), professional teacher development is a recommended method to improvement of not only skill, but performance in the classroom environment as well. It also

establishes expert teachers and increases their job opportunities in addition to the benefits it will bring to their learners. Schools need highly qualified, expert teachers to improve the quality of education, and an advanced degree tells a school you are valuable, knowledgeable teacher that will have most impact on your students (Rosier, 2016).

The findings suggest that most principals possessed the foundational and relevant knowledge necessary for carrying out instructional supervision effectively. These results align with the expectations outlined in the Teachers Service Commission (TSC, 2017) education reform policy, which emphasizes the need for clearly defined criteria in identifying, selecting, and deploying school administrators to enhance the quality of school management. As per the policy, individuals appointed to the positions of principal and deputy principal are required to hold at least a bachelor's degree.

In Samburu County, the implementation of this TSC policy is evident in the appointment process for principals. Candidates must be in job group K (now referred to as C3 under the TSC and KNUT Collective Bargaining Agreement of 2016), have served as deputy principals for a minimum of three years, possess a strong record of performance, and meet the integrity requirements outlined in Chapter Six of the Constitution. However, the study also revealed that not all principals had attained the recommended academic qualifications at the time of their appointment. Some had been appointed with only diploma-level credentials, which may limit their capacity to conduct effective instructional supervision, potentially affecting the academic outcomes in their respective schools.

4.3.4 Work Experience of Teachers, Principals and the County Director of Education

To determine whether work experience had an impact on the effectiveness of instructional supervision, respondents were asked to specify the number of years they had served either as school principals or classroom teachers. Since professional experience plays a vital role in enhancing job performance, the responses indicated that the participants had accumulated sufficient experience, suggesting their potential to offer reliable and effective curriculum supervision. This approach mirrors practices in European Union countries, where Education Quality Assessors are required to have not only formal teaching qualifications but also a minimum number of years in both classroom teaching and educational leadership roles (European Commission/EACEA/Eurydice, 2015).

Table 4.5 Participants Responses on their Work Experience

Item	Category	Frequency	Percentage(%)
Teachers	1-5 years	21	21
	6-10 years	23	23
	11-15 years	14	14
	16-20 years	12	12
	21-25 years	11	11
	26-30 years	10	10
	31 years and above	9	9
Principals	16-20 years	9	60
	21-25 years	2	3.3
	26-30 years	4	2.6
CDE	30-35 years	1	100

*Key: Students N=355, Teachers N=100, Principals N=15 and CDE N=1

The study findings indicated that a significant portion (23%) of the sampled teachers had between 6 and 10 years of experience in the education sector. Another 21% reported having 1 to 5 years of experience, while 14% had worked for 11 to 15 years. Teachers with 16 to 20 years of experience comprised 12% of the sample, 11% had served for 21 to 25 years, 10% had between 26 and 30 years of experience, and 9% had worked for over 31 years. These results show that the majority of teachers had been in service for more than six years, suggesting they were well-positioned to contribute meaningfully to student academic progress due to their sustained exposure to classroom practices.

Regarding the principals, 60% had held leadership positions for between 16 and 20 years, 3.3% had 21 to 25 years of experience, and 2.6% had worked for 26 to 30 years. In total, 65.8% of principals had accumulated between 16 and 30 years of administrative experience. In contrast, 23% of the teaching staff had less than five years of experience, indicating that many schools in Samburu North Sub-County were staffed by relatively young and newly employed teachers.

These findings align with the assertions of Jeputei (2015), who observed that teachers tend to be more receptive to instructional supervision when it is provided by seasoned and experienced school leaders. This view is supported by Gardner (2013), who emphasized that professional experience is a key factor in determining effectiveness and plays an integral role in shaping education policy. Mariñas (2013) further argued that experience serves as a bridge between educational theory and classroom practice. Similarly, Abulon (2014) found that prolonged teaching experience positively influences teacher performance, ultimately contributing to improved student achievement. These insights were particularly relevant in assessing Objective 1 of this study, which aimed to examine the influence of principals' clinical supervision strategies on student academic achievement in public secondary schools in Samburu North Sub-County.

4.3 Principals Instructional Supervisory Strategies

The role of principals in instructional supervision is critical to improving students' academic performance. This study aimed to evaluate how principals' supervisory practices influence academic outcomes in secondary schools within Samburu North Sub-County. The first research question focused on identifying the specific instructional supervision activities carried out by principals in the region's secondary schools.

To address this question, the researcher included a set of 10 items in the questionnaires administered to both teachers and students, structured using a Likert scale. These items assessed the frequency of various instructional supervisory tasks performed by principals. Respondents were instructed to indicate their level of agreement with each statement using the following scale: Strongly Agree (SA), Agree (A), Disagree (D), and Undecided (U). The feedback obtained from both teachers and students was compiled and analyzed to provide a summary of how these supervisory roles are perceived and implemented in the schools under study.

Table 4.6 Findings on Principals Supervisory Practices on clinical supervision

Statement of supervisors						
Participants		SA%	A%	U%	D%	SD%
1. Induct new teachers.	T	24	35	19	18	4
	S	32.9	27	24.5	10.4	1
2. Curriculum implementation	T	53	26	6	13	2
	S	36	31.8	15.7	8.7	7.6

3 Participate in school timetable .	T	42	37	9	2	7
	S	32.9	28.1	31.2	6.2	1.4
4. Encourage evaluation matters.	T	66	30	1	2	1
	S	36.9	36.3	16.9	5.6	4.2
5. Facilitate instructional materials	T	48	41	7	3	1
	S	33.2	31.5	27	4.8	3.4
6. Checking schemes of work.	T	48	32	11	7	2
	S	36.3	35.8	16.3	7.6	3.9
7. Checking teachers' records of work.	T	27	26	9	28	10
	S	35.2	34.6	20.8	5.3	3.9
8. Visiting classroom to observe lessons.	T	18	22	12	28	20
	S	32.6	25.6	24.8	11.3	5.6
9. Provide feedback after classroom	T	19	22	16	28	15
Observation.	S	33.5	32.6	25.3	6.5	2
10. Awarding performing teachers.	T	10	11	29	30	18
	S	28.5	26.4	23.3	19.7	1.9

Key: T=Teachers100, S=Students=355students, N=455

Data on Table 4. 7 show that a majority (56.9%) of both teachers and students agreed that the principals do regular induction of new staff members whereas 18 % of teachers and 10.4% of

students disagreed with the same statement respectfully. A minority of about 19% of teachers and 24.5% of students were not very sure whether the principals regularly induct new members of staff and instead delegate that duty to the deputy principals. This could be due to the tight schedules they have on other administrative matters. The findings from interviews with principals confirmed the teachers and students' views on inducting new staff. All principals who participated in the interviews reported that they consistently orient newly appointed staff on the school's vision, mission, and core values. Additionally, new teachers are introduced to the school's culture, physical environment, and guidelines related to instructional and assessment practices. These inductions enable teachers to settle down quickly and commit themselves to their teaching duties. The results concur with those of Jeputei (2014) who found out that principals carry out instructional roles such as inductions of staff and orientation of school program. Some principals also confirmed that they send their teaching to in-service workshops to equip themselves with new strategies

The study found that a significant portion of respondents believed instructional supervisors played an active role in ensuring full implementation of the curriculum in classrooms, with 79% of teachers and 67.8% of students expressing agreement. It emerged that principals were directly involved in overseeing curriculum delivery, particularly by managing the timetabling process to confirm that all subjects were scheduled and that the required number of lessons per subject was adhered to, in line with education policy. These results align with the findings of Jeputei (2014), who observed that principals contribute to effective instruction by guiding and supporting teachers in the implementation of the curriculum. Contrary, 13% of teachers and 8.7% of students disagreed that principals do ensure that curriculum is fully implemented in the classroom. This could be due to underlying factors such as delegation of duties to the senior teachers and the Heads of

Departments by the Principals. Only a minority of 6% of teachers and 15.7% of students were undecided. This shows that some teachers are not aware of who fully is responsible to ensure that curriculum is fully implemented in schools. This is because, majority of instructional activities in most schools are carried out by the deputy principals, senior teachers and the Heads of Departments. Principals are expected to serve as instructional leaders within their schools by fostering effective teaching and learning practices that contribute to students' academic success (Ngale, 2018). Although their responsibilities often include numerous administrative duties that may divert attention from this core role, successful principals prioritize instructional supervision, recognizing its critical influence on student performance (Ozdemir et al., 2015). Numerous studies have emphasized that delivering high-quality instruction is a fundamental factor in enhancing student learning and academic outcomes.

On a statement whether instructional leaders participate in school timetabling a majority of 79% of teachers and 61% of students agreed that principals supervise curriculum timetabling. This ensured that there are no clashes in lessons where one teacher is expected to be in two different classes in one period. Other teachers 9% and 11% of students were undecided. On the other hand, 9% teachers and 31.2% of students disagreed that principals participate in school time tabling. This therefore means that in those schools, the work of school timetabling was either delegated to the Dean of Studies or by the Heads of the Departments. This was confirmed by a principal in one school during interviews when he said:

Principals often delegate the responsibility of preparing the school timetable to deputy principals and subject teachers to ensure that all subjects are included and the required number of lessons per week is accurately represented. Safeguarding instructional time plays a vital role in promoting complete syllabus coverage, which allows students to engage with all necessary topics. This

comprehensive exposure better equips them to respond effectively to examination questions, thereby enhancing their academic performance. On the other hand, failure of principals' involvement in school timetabling and setting of students' academic targets also have negative impacts on students' academic achievements. This is due to the fact that the teachers and students will feel that the principals have neglected them as far as instructional supervision is concerned and teachers will deliver their lessons anyhow thus leading to poor academic achievements of the students in KCSE in Samburu North Sub-County.

The study also revealed that, most of the teachers (96%) and students (73.2%) students agreed that the principals encourage and facilitate school self-evaluation and instructional matters. This implies that the principals monitor students' academic progress. From interviews, most of the principals concurred with teachers and students when they reported that they monitor students' academic progress by organizing for academic clinics to improve students' academic achievement. They also check the spreadsheet to monitor each student performs and discuss them with the relevant teachers. The researcher was informed that at the release of the Kenya Certificate of Secondary Examinations (KCSE) results, principals discuss with the teachers the analyzed results, then use the analysis as a tool for future academic improvement.

The study also found that principals oversee the regular assessment of students, typically through collaboration with heads of departments. This aligns with the findings of Conran (2020), who noted that principals emphasized the importance of tracking students' academic progress during interviews, as it plays a key role in enhancing academic outcomes. A lack of consistent monitoring, according to the study, often results in poor student performance. However, a small percentage of respondents—3% of teachers and 9.8% of students—disagreed that principals were actively involved in evaluating instructional practices. It was further observed that in many schools, the

responsibility of monitoring student academic progress is primarily delegated to the Dean of Studies and class teachers. This delegation may be a contributing factor to the low academic achievement observed in several public secondary schools within Samburu North Sub-County. Only a few (1%) of teachers and 16.9% students were undecided. Data obtained from interview with CDE revealed that 65% of the principals monitor students' academic progress twice per term through the help of the Dean of Studies and the classroom teachers. Another 35% of the principals in Samburu North Sub-County do not monitor students' academic progress. This could be a factor leading to students' low academic achievement in the final KCSE

The Data in the table also reveal that majority (89%) of teachers and 64.7% of students confirmed that principals facilitate availability of instructional materials. Only 7% of teachers and 27% of students were undecided while 4% and 8.2% disagreed with the same statement respectfully. The findings of the study indicated that teachers felt encouraged by the instructional supervision approaches employed by their principals. A majority of principals were reported to supply essential teaching and learning resources such as students' exercise books, writing tools, and reference materials including atlases, wall maps, and dictionaries. However, a smaller portion of principals did not fully provide all the necessary instructional materials, which could hinder students' learning and contribute to lower academic performance.

Zepeda et al. (2016), as cited in The American National Policy Board for Educational Administration (2015), emphasize that school leaders must consistently foster supportive working environments, develop effective school policies, and engage with staff in meaningful ways beyond the classroom setting. Such actions can significantly influence both teacher motivation and student outcomes. Teachers are more likely to remain engaged and effective when they feel supported through collegial supervision, active involvement in instructional processes, and the consistent

provision of teaching materials. This, in turn, helps cultivate a positive learning atmosphere, ultimately enhancing student academic success.

Most of the teachers who participated in the study confirmed that principals made efforts to supply instructional resources such as student textbooks, teacher guides, reference materials, and library resources where available. They noted that access to these materials, when properly utilized, had a noticeable impact on student academic performance. The County Director of Education also affirmed during an interview that:

The government makes an effort to provide course books to the students in a ratio of 1:1. The principals distribute these books to the students through the help of teachers. However, most of the principals do not make follow ups on the lost books thus leading to few textbooks available for use. This affects students' academic achievement in Samburu County (Personal Communication, July 15, 2022).

The responses of the CDE confirmed that most schools initially the government supplied enough text books for every student. But due to lack of proper accounting procedures some were lost and has led to inadequate/unavailability of school supervision resources. These included inadequate text books, reference books, computers, information communication technology (ICTs), and stationery among others. This has adversely affected the efficient and effective supervision of schools in Samburu County, leading to low academic achievement.

With regards whether principals' check schemes of work, most of the teachers (80%) and 72.1 % of students agreed. During interview, some principals concurred when most of them said that they check professional records twice per term while a few (6.7%) check them once per term. This shows that principals work very hard to ensure that teachers cover the syllabus in good time.

However, a few teachers (11%) and 16.3% students were undecided while 9 % and 11.5% disagreed. This therefore leads to poor academic achievement since students sit for KCSE unprepared due to incomplete syllabus coverage by the teachers. When asked to comment on teachers records of work, the CDE reported that:

“Principals check teachers schemes of work, lesson plans and records of work covered. I agreed that most principals (68%) sometimes made lesson observations and gave teachers feedback. Some of the principals (32%) delegated the work of classroom observation to the deputy principals and the heads of departments, who sometimes fail to observe teachers. Some teachers also do not agree with the supervisor on when to be observed and also fail to request for lesson observation. This builds a negative attitude towards instructional supervision thus leading to low academic achievement of students in public secondary schools in Samburu County. (Personal Communication, July 15, 2022).

Analysis of the CDE’s response indicate that although most principals checked the scheme of work and signed, poor communication skills and negative attitudes of teachers towards supervision. The researcher was informed that many supervisors are not always polite with their comments; teachers are adults and that if correction from supervisors is to be taken seriously, the participants were of the opinion that supervisors do it politely and with respect for the teacher. When impolite comments are used, the teacher feels embarrassed and not respected thereby devastating the morale of the teacher and general job performance thus leading to low academic achievement of students. On whether principals check teachers’ records of work, majority of the teachers 53% and 69.8% of students agreed. This is normally done through the deputy principal who confirms to the principal whether teachers write down the records of work. The records of work allow for smooth syllabus coverage which leads to improved academic achievement. If the school principals do not

check the records of work, as recorded by 38% of teachers and 92% of students who disagreed with the statement. This could be another factor leading to poor academic achievement the students in public secondary schools in Samburu North sub-county. Only a minority of 9% of teachers and 20.8% of students were undecided.

With regards to how often they check teachers records of work, from interviews majority of the principals (93.3%) said that they check professional records twice per term while a few (6.7%) check them once per term. Checking the work covered by students is important as advocated by According to Conran (2020), students' exercise books and lesson notes serve as indicators of the content delivered by teachers during classroom instruction. Reports from principals further highlighted that regularly reviewing students' written work positively influences academic performance. This practice not only reinforces accountability among teachers but also strengthens the instructional environment and overall school structure, ultimately contributing to improved student outcomes. From the study, most of the principals (67%) reported in an interview that they help teachers set academic targets at least on termly basis, 33% of them were of different opinion that they leave teachers to set their performance targets for students. Teachers file the set subject targets and work towards attaining them. The subject targets are analyzed after the end of term exams when results are printed out by the Dean of Studies.

Classroom visitation has been found to be key in instructional supervision. The study findings revealed that the about 40% of the teachers and 58.2% of students of the agreed that the principals employed classroom visits and observed teachers' lessons as part of their instructional supervision style. The researcher found that in most of the sampled schools, the practice of class visitation was carried out by either the principal or the deputy principal at least once in a term which is a Teachers Service Commission TPAD requirement. The principals mostly observed teachers by walking

around, the classroom. That kept teachers on their toes to prepare and teach well. This was confirmed by one of the principals during the interview, when he said “...*after assessing a teacher, most of them ask me to assess them in the next lesson...*”

This suggests that teachers had positive experiences with supervisory interactions in schools where principals adopted a collegial approach. In such settings, principals actively involved teachers in various stages of the instructional supervision process, including preparation, initial meetings, pre-observation discussions, classroom observations, post-observation conferences, and final staff debriefings. This collaborative engagement fostered mutual respect and openness. Sergiovanni and Starratt (2002) support this view, noting that when teachers perceive principals as supportive and collegial, they are more receptive to instructional supervision, leading to greater trust and more effective supervision outcomes. These findings are also consistent with a World Bank (2010) study, which emphasized that strong leadership and effective school management enable principals to identify the strengths and areas for improvement among teachers and implement targeted strategies to enhance their professional growth.

From interviews, 60% of the principals concurred with teachers and students' views when they reported that they do classroom visits to observe teachers teaching frequently, at least twice a week while 40% of the principals said that they do not frequently visit classrooms to observe teachers teaching but they delegate the work to the deputy principals, Dean of Studies and the Heads of Departments. This means that if they fail to observe teachers in their classrooms as they teach, they will slumber in service delivery to the students since there is no supervision cascading to poor academic achievement.

The finding also indicated that 12% of teachers and 36.1% of students were undecided with 48% of teachers and 16.9% of students respectfully disagreed that principals employed classroom visits

and observed teachers' lessons as part of their instructional supervision style. Some participants felt that, principals rarely or rather never visited their classrooms to observe teachers' lessons. If principals do not regularly visit classrooms or avoid them completely, they will not know what teachers are doing in class. This would, therefore, be a factor that leads to poor academic achievement of the students.

Although principals visited classrooms to observe teachers' lessons, it was not helpful since most of them did not give feedback. This was confirmed by 43% of teachers and 8.5% students who disagreed that the principals give feedback to teachers after classroom observation. Some of them, 16% of both teachers and 25.3% students were undecided. This indicates that teachers felt that the kind of feedback given out by the principals were not satisfactory. It also implies that majority of the principals do not take instructional supervision very seriously. This could have therefore led to demotivation of teachers leading to poor academic achievement of the learners. The study also revealed that in some schools, the absence of a collegial approach during instructional supervision may contribute to teachers perceiving their principals as authoritarian. This perception may stem from limited teacher involvement throughout the entire supervision process, including key stages such as planning, observation, and feedback. Such lack of engagement could explain why some teachers felt that a collaborative supervision model was not being practiced. These findings differ from those of Mbogo (2017) in Murang'a South, where head teachers were reported to conduct both pre-observation and post-observation sessions, indicating a more inclusive and participatory approach to instructional supervision.

The County Director of Education (CDE) noted during the interview that while many principals encouraged teachers to reflect on their lessons, they often did not give sufficient attention to classroom observation. The lack of emphasis on this essential aspect of instructional supervision,

which plays a key role in promoting teacher accountability, was seen as a weakness that may have contributed to the declining academic performance of students.

Insufficient and qualified supervisory staff (Heads of Departments) in public Secondary schools in Samburu County affects effective school supervision in Samburu County as well as the utilization of supervisory staff who are not professionally trained supervisors. Sometimes there is a misconception that any head of department of a particular subject could carry out school supervision but this is not true as many of them have never taken a single course on school supervision and they cannot provide the required professional help expected of a supervisor.

From interviews principals also confirmed that they give feedback to teachers. When asked whether, they give feedback to the teachers after observation, 60% of the principals agreed that they do it after lesson observation. The other 40% of principal participants said that feedback is normally given by the other supervisors including the Deputy Principals, the Dean of Studies and the Heads of Departments who are delegated to observe the lessons. The results of this study align with the findings of Okendu (2012), who observed that in modern-day Nigeria, instructional supervision conducted through collaborative and democratic engagement between supervisors and teachers was the most effective method for fostering professional development and enhancing teaching practices. However, these findings contrast with those of Kamindo (2008) and Moswela (2010), who reported that many teachers perceived principals as authoritarian. In their studies, the instructional supervision process often took place in environments marked by tension, unspoken resistance, and feelings of intimidation among teachers.

While some principals did not consistently offer feedback after classroom observations, others made it a regular practice. This was supported by responses from 41% of teachers and 66.1% of students who acknowledged that principals provided feedback following lesson observations.

Effective classroom observation, when conducted systematically and regularly, plays a crucial role in enhancing the instructional process. When it is well-structured, collaborative, and focused on guiding teachers, it can significantly contribute to improved student learning outcomes.

These findings are reinforced by Sule et al. (2015), who established a strong positive correlation between the practice of classroom observation as a supervisory strategy and the effectiveness of teachers in their roles. The study also noted a similar positive relationship between the regular review of teachers' lesson notes and instructional effectiveness. Sule and colleagues emphasized that meaningful, consistent, and continuous supervision is more beneficial than irregular or superficial oversight when it comes to implementing the curriculum effectively.

Providing instructional feedback is a key element of supervision, and its delivery at different stages—including pre-observation, post-observation, and general staff discussions—ensures that the goals of instructional supervision are communicated and addressed. When principals share constructive feedback, it empowers teachers to enhance their instructional delivery, ultimately leading to better academic outcomes for students.

On whether principals award teachers who have registered exemplary in students' examinations, 48% of teachers and 21.6% of students disagreed with the statement. This could be the reason why public secondary schools in Samburu County perform very poorly in academics. Additionally, 29% of teachers and 23.3% of students indicated that they were unsure about whether teachers felt motivated. Only a small portion—23% of teachers and 54.9% of students—agreed that teachers were indeed motivated. Teacher motivation is essential for enhancing productivity and performance in the classroom. The study revealed that in some schools, various strategies were employed to boost teacher morale, including organizing educational trips, offering incentives and

bonuses for strong academic results, giving positive feedback, and recognizing teachers' efforts through commendations and supportive gestures from school leaders. These practices encouraged teachers to approach their instructional responsibilities with increased dedication and enthusiasm.

The study revealed that most teachers disagreed with the notion that principals recognize or reward those who achieve outstanding results in examinations. This lack of recognition may contribute to low morale among teachers in Samburu North Sub-County and could be a contributing factor to the region's poor performance in the Kenya Certificate of Secondary Education (KCSE). These findings align with the observations of Dali et al. (2015), who argue that external motivation is influenced by job satisfaction, availability of incentives, opportunities for career advancement, and the overall work environment—all of which impact teacher motivation. Similarly, Nwambam and Eze (2018) and Glanz (2018) emphasized that motivated teachers are more likely to exhibit behaviors that promote academic success, which in turn inspires students to engage actively and enthusiastically in their learning.

4.4 Data of principals' classroom visitations/Observation

The second research objective aimed to examine how principals' classroom visitation strategies impact students' academic achievement in public secondary schools within Samburu North Sub-County. Teachers were asked to report how frequently their principals visited classrooms during instructional time. Similarly, during interviews with principals, the researcher inquired about how often they entered classrooms while lessons were in progress. The findings were presented in Tables 4.8 and 4.8.1.

To assess the effect of classroom visitation on academic performance, the study explored the extent to which principals observe lessons, the frequency of such visits, whether they hold follow-up

sessions afterward, and whether those interactions were supportive. Teachers were also asked to provide feedback on how these supervisory practices influenced students' academic outcomes.

A majority of principals stated that they regularly entered classrooms while teaching was underway, although a portion of them did not fully agree with this practice. Effective school leadership requires principals to create a supportive environment where both teaching and learning can thrive, as highlighted by Wachira, Gitumu, and Mbugua (2017). Kimeu (2010) emphasized the importance of principals maintaining a visible presence in the school and practicing "management by walking around" to ensure smooth operations. On the other hand, Ngunjiri (2012) linked poor student performance in public schools to principals who remain detached from classroom activities, often referred to as "armchair" administrators.



Table 4.7 Frequency of principal visitation of classes as teachers teach.

Session	Frequency	Percentage
Weekly	1	7
Fortnightly	3	21
Monthly	8	58
Termly	2	14
Total	14	100

The findings revealed that a majority of principals, 8 out of 15 (58%), reported conducting classroom visits on a monthly basis, while 3 principals (21%) indicated they did so fortnightly.

According to Mutunga (2011), principals should regularly conduct formal classroom observations and engage in reflective discussions with teachers to help enhance instructional delivery. The primary goal of these visitations is to support the development of teachers' pedagogical skills.

Most principals described their classroom visits as being conducted in a supportive and non-threatening manner, although a few disagreed with this view. In studies conducted in the Caribbean, it was established that teacher commitment is influenced by the principal's leadership style. Effective leadership promotes collaboration and strengthens various aspects of classroom functioning, including planning, decision-making, communication, organization, support, evaluation, and delegation.

Dipaola and Hoy (2008) emphasize that one of the most significant roles a principal can play is that of a "teacher of teachers." They argue that principals should model reflective practice and actively participate in the instructional process. Encouraging teachers to observe their own teaching practices, and even providing opportunities for them to observe the principal's instructional approach, fosters a culture of mutual growth and continuous improvement.

Table 4.8 Principals response on classroom observation

Classroom observation	Weekly	Fortnightly	Monthly	Termly	Never
i. Visiting students in classrooms.	2(14%)	1 (7%)	9 (64)	1(7%)	1(7%)
ii.Observing checking and learning activities.	2(14%)	2(14%)	1(7 %)	9 (64%)	0(0%)
iii.Checking students’ notebooks.	2(14%)	3(21%)	8(57%)	1(7%)	0(0%)
iv.Checking lessons attendance registers, 9(64%)	4 (28)	0(0%)	1(7%)	0(0%)	

The study revealed that a majority of principals, 9 out of 15 (64%), reported visiting classrooms and observing teaching and learning activities on a monthly basis. Additionally, 8 principals (57%) indicated that they reviewed students’ notebooks weekly, while 9 principals (64%) regularly checked lesson attendance registers on a weekly schedule. Fisher (2011) emphasizes that classroom visits involve principals entering classrooms to observe the teaching and learning process in real time. According to Mugambi, when principals apply strong administrative and instructional leadership skills during supervision, it enables teachers to make better use of their professional knowledge and instructional strategies.

Kitavi (2005) asserts that the only way an instructional supervisor can evaluate a teacher’s potential is by directly observing lesson delivery. Similarly, studies conducted by Kimosop (2002) in Kabarnet, Tamooh (2015) in Ololulunga, and Nyamwamu (2010) in Kajiado North all concluded that physical presence in the classroom allows the principal to accurately assess the quality of instruction and student engagement. Given the consistently low KCSE performance in Samburu

North Sub-County, these findings support Gachoya's (2008) observation that principals who conduct regular classroom visits gain valuable insight into actual teaching practices, which is crucial for improving academic outcomes.

4.5 Findings on Objective 3: To establish measures which can be undertaken to enhance effective instructional supervision by principals and influence students' academic achievement in public secondary schools in Samburu north sub county.

A questionnaire was given to both teachers and Principals with **5 Likert scale items** on influence of principals' instructional practices. The respondents were asked to tick appropriately using the Likert scale as **SA= Strongly Agree A=Agree U=Undecided D= Disagree SD=Strongly Disagree**. The responses for teachers and principals were summarized in the Table 4.8

Table 4.9 Showing interventions to enhance effective principals' instructional supervisory practices

Item	Participants %	SA	A	U	D	SD
i. The Principal participate in setting Educational objectives for the school	T	65%	25%	10%	-	-
	P	67.6%	28.1%	4.2%	-	-
ii. The principal has good interpersonal Skills with the teachers	T	33 %	23%	-	42%	2%
	P	39.4%	42.5%	11.2	6.7%	-
iii. The Principal participate in ensuring that there is improved instructional skills through regular feedbacks	T	35%	11%	4%	46%	4%
	P	45.6%	33.2%	-	18.3%	5.1%
iv. The supervisor maintains teacher Professionalism	T	25%	20 %	-	55%	-
	P	35.2%	26.5	5.3%	29.9%	3.1%

v. The supervisors do summative	T	13.3 %	10%	4%	61.7%	11%
Evaluation to teachers	P	31%	29%	3.4%	32.7%	3.9%

***Key: SA= Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree.**

Key=Teacher, P= Principals.

The findings indicate that a majority of 90% of teachers and Principals 95.7 % of agreed that principals participate in setting out educational objectives of the school. Principals always participate in the setting out of educational objectives while another 10% of teachers and 4.2% of Principals reported that they were not sure whether principals participate in setting out educational objectives of the school. This means that principals sometimes delegate the work of setting educational objectives to the deputy principal and the teachers. Teachers will therefore end up not seeing the seriousness of the matter and this could affect the academic achievement of the students.

Regarding whether the principals have interpersonal skills with the teachers, 56% of the teachers and 81.9% of Principals said that principals have good interpersonal skills with the teachers for improved instruction delivery. In some schools, the participating teachers noted that their principals portrayed good communication skills which enabled the staff to hear what was being said. Those principals had continuous dialogue with teachers, their facial expression was encouraging and their tonal expression was positive. These encouraged teachers to continue working hard and students in those schools had a remarkable improved performance. The results regarding principals' interpersonal relationships with teachers align with the findings of Mohammed and Orodho (2014) as well as Karugu (2015), who reported that positive relationships existed between school leaders and their teaching staff. Their studies noted significant improvements in mutual respect and friendly interactions between teachers and principals. However, in the current study, 42% of principals

remained neutral or uncertain about whether they maintained strong interpersonal skills with their teachers. For instance, they mentioned of principals who harass teachers with unruly words which trigger teachers to respond negatively towards this harassment. The victims of abuse become agitate and become demotivated to work, the spend time complaining, instead of preparing for classes which cascades to poor teaching. This eventually affects students' academic achievement. The findings are consistent with Ondichu's research, which attributed improvements in principals' interpersonal skills to ongoing capacity-building efforts focused on enhancing human relations. However, earlier research by Ndegwa (2001) revealed that many teachers perceived instructional supervision as a source of anxiety due to uncertainty and fear. Similarly, Tesfaw and Hofman (2012) found that teachers preferred to be supervised by individuals who possessed both the technical expertise and a supportive, approachable demeanor during supervision. In contrast, studies by Rugut (2010, 2013) reported that some principals were perceived as unapproachable and unfriendly during supervisory activities. These contrasting findings may reflect differences in leadership development initiatives or contextual variations across school settings.

On whether principals have improved instructional skills through regular feedbacks, 46% of teachers and 78.8% of principals agreed. The participating teachers in some schools reported that majority of principals have good and improved instructional skills. That heads of departments meet at their departmental level and discuss issues pertaining instructional problem. These included the discussion on course content for each class level, teaching methodologies, setting standardized examination question, making of marking schemes, use of group work as well as class management and control. These enabled teachers to handle their subjects well and learners gained much and improved their academic performance that schools where teachers worked individually. However, not all the participants agreed with the statement as 4% of teachers were undecided over the same

item and a majority of 50 % of teachers and 23.4% of principals also disagreed. This shows that some principals' lack instructional skills to offer instructional guidance to the teachers; this would automatically affect teachers' service delivery to the students leading to low academic achievement.

In addition to when principals fail to give instructional feedback to the teachers, most teachers do not take formative evaluation seriously; this is likely to affect students' academic achievement. The results on the provision of feedback of classroom observation is conjunction with the findings of Tshabalala (2013) that teachers preferred immediate post supervision. On the other hand, on the adequacy of feedback on instructional supervision, the results were supported by Amina (2015) who said that there was also feedback in the form of reports and queries to teachers on their performances as well as organized personal meetings with teachers to discuss their shortcomings on lesson notes preparation, class attendance, and report to school. Therefore, as an instructional source, supervisors provide, not only a diagnosis of teaching, but also feedback that enables teacher's professional growth and development. Mariñas (2013) said that school heads need to establish a positive work climate. This phase has a significant bearing on the success of supervision and requires qualities like intimacy, honesty, tactfulness, considerateness alongside mutual understanding from both parties. Exchange of ideas leads to teachers' improvement when issues discussed are educational and beneficial most especially pertaining to classroom practice or management (Torres, 2015).

On whether principals maintain teachers' professionalism, 45% of teachers and 49% of principals agreed. The reports from teacher participants showed that during their staff meetings, their principals encouraged teachers to exhibit professional behaviors. These included employing quality instruction by applying the right teaching methodologies, correct use of language understandable to the level of learners; creating an interactive classroom learning atmosphere

where students are actively engaged in learning activities as well as illustrating the content using real life examples so that they connect what is learnt in school to real world situations was emphasized. However, some participants that comprised of a majority of 55% of teachers and 33 % of principals disagreed that principals maintain teachers' professionalism. This is because some teachers also exhibited unruly behavior, always absent from school, and never complete the syllabus with students all of which are indicative of principals who sometimes do not maintain teachers' professionalism. From observation students perform poorly in subjects taught by the same teachers. Only 33% of students disagreed and 5.3% of principals were undecided. This leads to mistrust to the administration by the teachers, lack of cooperation and will in turn affect teachers' output as reflected in the academic achievement of the students.

On whether principals do summative evaluation for teachers, 23.3% of teachers and 60% of principals strongly agreed with the statement. A minority 4% of teachers and 3.4% of principals were undecided. A majority of 72.7% of teachers and 36.6% of principals disagreed that principals do summative evaluation for teachers. This shows that majority of teachers are not satisfied with the principals' evaluation on the final results. It shows that most principals do not frequently do both the continuous assessment tests and K.C.S.E analysis or sometimes delegate the work to their deputy principal and the dean of studies with the teachers. Summative evaluation is meant to illuminate areas of strengths and weaknesses in curriculum instruction. Since the finding show that it was not adhered to, it implies then that in those schools it is not easy to track the learners progress. It also means that teachers cannot be given feedback on how they are progressing toward the completion of the syllabus in their subject areas as well as achievement of the school objectives. Lack of all the aforementioned issues would lead to poor academic achievement as there no basis for discussion on the way forward to improve students' achievements.

This shows that some teachers are not aware of who fully is responsible to ensure that curriculum is fully implemented in schools. This is because, majority of instructional activities in most schools are carried out by the deputy principals, senior teachers and the Heads of Departments. Principals play a vital role as instructional leaders by fostering effective teaching and learning practices that support students' academic success (Ngale, 2018). Although their responsibilities often include numerous administrative duties that can divert attention from instructional oversight, highly effective principals prioritize classroom instruction, recognizing it as a key driver of student achievement (Ozdemir et al., 2015). Numerous studies have emphasized that quality instruction is an essential element in promoting student progress and academic excellence.



Mount Kenya University

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter comprises of summary of the study, summary of findings, conclusions and recommendations drawn from the findings of the study. Suggestions for practices, policy and further research.

5.1 Summary of the Study

The study investigated the persistent low academic performance in the Kenya Certificate of Secondary Education (KCSE) over a four-year period (2019–2022) in Samburu North Sub-County. Through a review of existing literature, the research explored key areas such as the instructional supervision roles of principals, the impact of these supervisory practices, the challenges encountered in their execution, and possible strategies for enhancing supervision effectiveness. A key gap identified was whether principals were implementing instructional supervision effectively enough to influence academic outcomes, particularly as reflected in national examination results.

The study targeted a population of 476 participants, comprising school administrators, teachers, and students. Data collection involved the use of questionnaires, which were administered to 100 teachers and 360 students. In addition, interviews were conducted with 15 principals from the selected public secondary schools and the County Director of Education (CDE) for Samburu North

Sub-County. The presentation and discussion of findings were guided by the study's research questions.

5.2 Summary of Study Findings based on each objective

5.2.1 Influence of principals clinical supervision strategy on students' academic achievement in public secondary schools in Samburu North Sub County

The first objective required informants to indicate their level of agreement on whether principals practiced regularly various clinical supervision strategies.

With regards whether principals' check schemes of work, most of the teachers 80% of teachers and 72.1 % of students agreed. During interview, some principals concurred when most of them said that they check professional records twice per term while a few (6.7%) check them once per term. This shows that principals work very hard to ensure that teachers cover the syllabus in good time. However, a few teachers (11%) and 16.3% students were undecided while 9 % and 11.5% disagreed. This therefore leads to poor academic achievement since students sit for KCSE unprepared due to incomplete syllabus coverage by the teachers. When asked to comment on teachers records of work, the CDE reported that:

“Principals check teachers schemes of work, lesson plans and records of work covered. I agreed that most principals (68%) sometimes made lesson observations and gave teachers feedback.

Analysis of the CDE's response indicate that although most principals checked the scheme of work and signed, poor communication skills and negative attitudes of teachers towards supervision. The

researcher was informed that many supervisors are not always polite with their comments; teachers are adults and that if correction from supervisors is to be taken seriously, the participants were of the opinion that supervisors do it politely and with respect for the teacher. When impolite comments are used, the teacher feels embarrassed and not respected thereby devastating the morale of the teacher and general job performance thus leading to low academic achievement of students. On whether principals check teachers' records of work, majority of the teachers 53% and 69.8% of students agreed. This is normally done through the deputy principal who confirms to the principal whether teachers write down the records of work. The records of work allow for smooth syllabus coverage which leads to improved academic achievement. If the school principals do not check the records of work, as recorded by 38% of teachers and 92% of students who disagreed with the statement. This could be another factor leading to poor academic achievement the students in public secondary schools in Samburu North sub-county. Only a minority of 9% of teachers and 20.8% of students were undecided.

5.2.2 Influences of principals' classroom visitation/Observation strategy on the students' academic achievement in public secondary schools in Samburu North Sub County.

Regarding the second objective, respondents were asked to indicate their level of agreement on how principals' classroom visitation practices influenced students' academic performance in public secondary schools. Although principals were reported to visit classrooms to observe lessons, the impact of these visits appeared limited, as many did not follow up with feedback to the teachers.

The data showed that 9 out of 15 principals (64%) reported visiting classrooms monthly to observe teaching and learning activities. Additionally, 8 principals (57%) stated that they reviewed students' notebooks on a weekly basis, and 9 (64%) confirmed they routinely checked lesson attendance registers each week. According to Fisher (2011), effective classroom visits involve principals being physically present in classrooms to observe how instruction is being delivered. Mugambi notes that when principals apply sound administrative and instructional leadership practices, they support teachers in effectively using their professional skills in the classroom.

Kitavi (2005) emphasizes that to accurately evaluate a teacher's instructional effectiveness, direct observation during lesson delivery is essential. This view is echoed by Kimosop (2002) in Kabarnet, Tamooh (2015) in Ololulunga, and Nyamwamu (2010) in Kajiado North, all of whom concluded that physical presence in the classroom is the most reliable way for principals to assess the quality of teaching and learning. Given the continued low performance in KCSE exams within Samburu North Sub-County, these findings align with Gachoya's (2008) observation that classroom visits provide supervisors with a clearer understanding of instructional practices, which is vital for improving academic outcomes.

5.2.3 Interventions to enhance effectiveness of principals' instructional supervisory practices on students' academic achievement in public secondary schools in Samburu North sub county.

Majority of the informants strongly agree that, in order to ensure effective principals supervisory practices, the principals should relate in a collaborative manner with teacher during supervision. Regarding whether the principals have interpersonal skills with the teachers, 56% of the teachers and 81.9% of Principals said that principals have good interpersonal skills with the teachers for improved instruction delivery. In some schools, the participating teachers noted that their principals

portrayed good communication skills which enabled the staff to hear what was being said. Those principals had continuous dialogue with teachers, their facial expression was encouraging and their tonal expression was positive. These encouraged teachers to continue working hard and students in those schools had a remarkable improved performance. The findings regarding principals' interpersonal relationships with teachers are consistent with studies by Mohammed and Orodho (2014) and Karugu (2015), who observed that the relationship between school leaders and teachers had significantly improved, particularly in terms of mutual respect and positive interactions. However, the current study revealed that 42% of principals were uncertain about whether they maintained strong interpersonal relationships with their teaching staff. Some respondents reported instances where principals used harsh or inappropriate language, which negatively affected teacher morale. Such treatment often led to frustration, reduced motivation, and time spent complaining rather than preparing for lessons—ultimately impacting the quality of instruction and student academic performance.

These findings support observations by Ondichu, who attributed improvements in principals' human relation skills to capacity-building initiatives aimed at enhancing school leadership. Additionally, Ndegwa (2001) found that many teachers perceived instructional supervision as a stressful process, largely due to uncertainty and fear. Tesfaw and Hofman (2012) similarly noted that teachers preferred to be supervised by individuals who demonstrated both professional competence and a supportive, respectful approach. In contrast, studies by Rugut (2010, 2013) highlighted concerns over principals who were perceived as harsh and unapproachable during supervision, further emphasizing the need for a more collaborative and empathetic supervisory style.

5.2.4 Conclusions of the Study

The study revealed that most respondents acknowledged the role of principals' instructional supervision as a key factor influencing students' academic performance. However, a portion of respondents expressed concerns that the supervisory practices employed by some principals did not meet the expected standards. This suggests that while principals have the potential to execute effective supervision, it remains underutilized in many cases. Specifically, classroom observation was found to be inconsistently conducted, with some schools neglecting this important activity altogether.

Furthermore, the study concluded that critical aspects of instructional leadership—such as evaluating teaching practices, fostering a culture of continuous improvement, and organizing professional development sessions for teachers—were inadequately addressed in Samburu North Sub-County. It was also noted that ensuring teachers were adequately prepared for lessons was, in many cases, handled ineffectively.

Another significant finding was the frequent delegation of instructional supervisory duties by principals to deputy principals, senior teachers, and heads of departments. While delegation is sometimes necessary, excessive reliance on others for supervision appeared to dilute accountability and weaken the overall impact of instructional leadership. Additionally, many principals were found to be disengaged from key responsibilities such as developing school timetables and tracking student academic progress—factors that directly affect learning outcomes.

The study also observed that some teachers contributed to low student performance by resisting classroom observations and demonstrating negative attitudes toward instructional supervision. Such resistance hindered opportunities for professional growth and limited the ability to address

instructional weaknesses, ultimately compromising the quality of teaching and students' academic achievement in public secondary schools across Samburu North Sub-County.

Failure of principals' involvement in school timetabling and setting of students' academic targets also have negative impacts on students' academic achievements. This is due to the fact that the teachers and students will feel that the principals have neglected them as far as instructional supervision is concerned and teachers will deliver their lessons anyhow thus leading to poor academic achievements of the students in KCSE in Samburu North Sub-County. All these require enhancement procedures to improve students' academic achievement of students in Samburu North Sub-County in Samburu County.

5.3 Recommendations of the Study

Several aspects were noticed in the study which should be adopted to improve instructional supervisory roles of the principals to improve academic achievement of the students in public secondary schools in Samburu North Sub-County in Samburu County.

5.3.1 Recommendation for Practice

(i) In light of the first objective under the influence of principals' clinical strategy on students' academic achievement in public secondary schools in Samburu North Sub County, it's confirmed that the principals check teachers' records of work as majority of teachers agreed. This is normally done through the deputy principal who confirm to the principal whether teachers write down their records of work. The record of work allow for smooth syllabus coverage which lead to improved students' academic achievement. If the principals do not checked the records of work as recorded by a good number of teachers, this is another factor which leading to poor academic achievement in public secondary schools in Samburu north sub country.

(ii) According to the second objective, in order to enhance classroom visitation by the principals, the teachers should be involved in planning of their lessons preparations. The study further concluded that ensuring teacher preparedness for classroom visitation was to some extent ineffective. The findings of this study showed that the classroom visitation was not regularly conducted, only termly. This study recommended the principals to attend classrooms visitations regularly and give teachers feedback after the lessons in a positives manner. Also the study recommend the principals to engage teachers in identifying areas they felt they needed training on teaching methodology. This may be achieved by giving questionnaire to them on termly basis to give insight on what to be included in their teaching career.

5.3.2 Recommendation for policy

(i)The Ministry of Education and teachers' employer should put up a standardized measure of effective instructional supervision and strengthen follow up mechanisms on the roles and practices utilized by principals on supervision of instruction in schools.

(ii)The Ministry of Education should make follow ups on quality of instructional supervision by expanding government grants to provide instructional resources, assuring the academic welfare of the learners, maintaining learners' continuous assessment records and targets setting. The finding summits to TSC TPAD tool (2016) that requires a frequent appraisal to maintain quality in instructional process at the school level. It also agrees with Mwinyipembe & Orodho (2014) view that school performance evidently relies on the effectiveness of principals who play a significant role in supervising teachers.

(iii)The Ministry of Education should establish a standard measure of the adequacy of instructional materials in schools.

(iv) That the teachers should embrace preparation for the instructional process before attending lessons.

(v) As confirmed by the investigation, classroom visitation, provides feedback after classroom observation, and most principals delegates their roles to deputies, this therefore leads to compromise in instructional supervision strategy leading to poor students' academic achievement in public secondary schools in samburu north Sub County.



5.3.3 Suggestions for Further Research

According to the researcher, what has been identified is not exhaustive owing to vibrant transformations in effective school supervision in the current situation of dynamic society.

In view of this proposition, the subsequent suggestions for further research have been made.

- (i) More inclusive researches tackling a larger scope ought to be conducted to establish whether the influence of principals' instructional supervision strategy on students' academic achievement in public secondary schools in Samburu North Sub County transcends to other counties.
- (ii) Elaborate research on effective teacher motivation strategies ought to be conducted in the county and country at large to establish the influence of effective teacher motivation on students' academic achievement.
- (iii) The study explored principals' responsibility as instructional supervisors and its impact on educational outcome of students'. Since principals delegate some instructional supervisory duties to deputy principals, future study should investigate the role of deputy principals as instructional supervisor and its impacts on students' academic achievement.

REFERENCES

- Abebe, T. (2014). Exploration of School-Based Supervision Practices and Challenges in Government Secondary Schools of Kamashi Zone, Benishangul Gumuz Region. (Unpublished Master's Thesis).
- Acosta, Goltz & Goodson (2015). Utilizing Action Research as a Tool for Instructional Supervision: Recommendations for School Leaders.
- Akinfolarin, C., Ayandonja, B., Caroline, A., & Aladetan, F. I. (2017). The Link Between Academic Supervision and Student Performance in Ekiti State Secondary Schools, Nigeria.
- Aloo, Ajowi & Aloka (2017). Effects of Performance Appraisal Policies on Timely Curriculum Implementation in Kenyan Public Secondary Schools.
- Amal Alsaleh, Maali Alabdulhadi & Alrwaished (2017). The Role of Peer Coaching in the Professional Development of Pre-Service Teachers in Kuwait.
- Chidobi, R. (2015). The Importance and Challenges of Clinical Supervision in Enhancing Teaching and Learning in Enugu State Secondary Schools.
- Cross River State, Nigeria. Strategies for Instructional Improvement in Secondary Education.
- Dali, P.D., Daud, Y., Mohd, S., & Fauzee, O. (2017). The Influence of School Management Supervision and Teacher Attitudes on Instructional Competence.
- Daniel, Y. & Namale, M. K. (2016). Instructional Supervision Challenges in Senior High Schools: A Study in Ghana's Techiman Municipality.
- Egwu, S.O. (2015). Evaluation of Principals' Effectiveness in Supervising Classroom Teaching in Ebonyi State Secondary Schools.
- Ekpoh, U.I. & Eze, G.B. (2015). Impact of Supervisory Techniques on Teacher Performance in Ikom Zone Secondary Schools, Nigeria.

- Glanz, J. (2016). Case Study of Action Research Aimed at Transformational School Change.
- Glanz, J. (2018). Reflections from Prominent Scholars on the Current State of Instructional Supervision.
- Glanz, J. & Heinemann, R. (2018). Fostering Reflective Practice in Supervision Through Appreciative Inquiry and Action Research.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2017). Developmental Frameworks in Instructional Leadership and Supervision.
- Hazi, H.M. & Rucinski, D. (2016). Legal Constraints and Their Influence on Teacher Evaluation and Development.
- Hussein, M.S. (2015). Investigating Instructional Supervision in Government Preparatory Schools of Arsi Zone, Oromia Region. (Master's Thesis).
- Jacobs, J., Burns, R.W., & Yendol-Hoppey, D. (2015). How U.S. Accountability Systems Shape Teacher Professional Growth.
- Khun-inkeeree, H., Dali, P.D., Daud, Y., Fauzee, M.S.O., & Khalid, R. (2019). The Impact of Supervision on Teachers' Attitudes in Secondary Schools of Kedah, Malaysia.
- Mburu, M.H. (2017). Role of Head Teachers' Supervision Practices in KCPE Outcomes in Murang'a South Sub-County. (Master's Thesis).
- Mette, I.M., Range, B.G., Anderson, J., Hvidston, D.J., & Nieuwenhuizen, L. (2015). Teachers' Views on Supervision and Evaluation in School Improvement Contexts.
- Mette, I.M., et al. (2017). Addressing the Complex Interplay Between Supervision and Teacher Evaluation.
- Moswela & Mphale (2015). Exploring Challenges to Clinical Supervision in Botswana's Education System.

- Murakami & Tornsen (2017). Equity Considerations in the Leadership Development of Female Secondary School Principals.
- Ngale, L. (2018). Supervision's Role in Shaping Teacher Performance in Konye Sub-Division, Cameroon.
- Northose, P.G. (2013). Theoretical Approaches to Leadership Practice. (Doctoral Dissertation).
- Nwambam & Eze (2017). Instructional Supervision as a Tool for Enhancing Teacher Effectiveness in Public Schools.
- Odumbe, E.A. (2016). The Impact of Head Teachers' Supervision on KCPE Results in Mwatate Sub-County. (Master's Thesis).
- Ozdemir, T.Y. & Yirci, R. (2015). Analyzing Supervision Practices in Turkey's Educational System.
- Saldana, J. (2015). Comprehensive Guide to Coding in Qualitative Research.
- Sankale, A.T. (2015). Influence of Supervisory Practices on Pupils' KCPE Outcomes in Narok County. (Master's Thesis).
- Journal of Education and Practice. Volume on Enhancing Instructional Outcomes in Secondary Schools.
- Sekaran, U. & Bougie, R. (2016). Business Research Methodology: A Practical Guide to Skills Development.
- Stark, M.D., McGhee, M.W., & Jimerson, J.B. (2017). Using Solution-Focused Approaches to Strengthen Instructional Supervision.
- Sule, M.A., Ameh, E., & Egbai, M.E. (2015). Instructional Supervision and Its Influence on Teacher Effectiveness in Calabar South, Nigeria.

- Taylor, S.L., Bogdan, R., & DeVault, M.L. (2016). Introduction to Qualitative Research Techniques.
- Usman, Y.D. (2015). Effects of Instructional Supervision on Academic Outcomes.
- Teachers Service Commission (2017). Guidelines on Promotion of Teaching Staff in Kenya.
- Wairimu, M.J. (2016). Teachers' Perceptions of Classroom Supervision and Pupil Work Review in Nakuru North.
- Wambui, K.M. (2015). Influence of Instructional Supervision on Academic Performance in Kiambu Sub-County. (Master's Thesis).
- World Population Review (2018). Nairobi City Demographics.
- Yelkpiari, D. & Namale, M.K. (2016). Instructional Supervision Challenges in Ghana's Senior High Schools.
- Zepeda, S.J. & Ponticell, J.A. (Eds.). (2018). The Comprehensive Handbook on Educational Supervision.
- Zepeda, S.J. (2015). Embedded Professional Development: Enhancing Learning Through Collaboration and Support.
- Zepeda, S.J. (2017). Instructional Supervision Tools and Techniques for Educators (4th Ed.).

APPENDICES

APPENDIX I: RESEARCH TOOLS

1. CONSENT FORM FOR PARTICIPATION IN RESEARCH.

TITLE OF STUDY.

INFLUENCE OF PRINCIPALS INSTRUCTIONAL SUPERVISORY STRATEGIES ON STUDENTS' ACADEMIC ACHIEVEMENTS IN PUBLIC SECONDARY SCHOOLS IN SAMBURU NORTH SUB-COUNTY, KENYA.

Dear participants,

I LEKARATO SAMUEL LMEMPINA, invite you to participate in a research study title above. I am currently enrolled in Mount Kenya University, studying Master of Arts in EDUCATIONAL ADMINISTRATION LEADERSHIP AND MANAGEMENT. The aim of this research is to determine the influence of principal's instructional supervisory strategies on students' academic achievement in public secondary schools in Samburu North Sub- County, Kenya.

The enclosed questionnaire has been designed to collect information on the following objectives;

1. To determine the influence of principals' clinical supervision strategy on students' academic achievement in public secondary schools in Samburu North Sub County.
2. To explore the influence of principals' classroom visitation strategy on students' academic achievement in public secondary schools in Samburu North Sub County?
3. To establish measures which can be undertaken to enhance effective instructional supervisory practices by the principals and influence it's on students' academic achievement in public secondary schools in Samburu North Sub County.

Your involvement in this research thesis is entirely voluntary. You may choose not to participate at all, or skip any questions you prefer not to answer. There are no anticipated risks associated with your participation beyond those experienced in day-to-day life. All information provided will be kept strictly confidential and anonymous. The data collected will be securely stored and presented in aggregated form only. Individual responses will remain accessible solely to the researcher.

While there are no direct personal benefits from participating, your input is valuable in contributing to the success of this study. If you choose to take part, kindly complete the questionnaire to the best of your ability. It should take approximately 20 minutes to finish. Please return the completed questionnaire promptly to support timely completion of the research report.

Should you have any questions or require further clarification about the study, feel free to contact: Mr. Lekarato Samuel Lmempina (P.O. Box 80–20601, Samburu), Dr. Gilbert Nyakundi (P.O. Box 17273–20100, Nakuru Campus), Dr. Salome K. Yatich (P.O. Box 43844–00100, Kenyatta University), or The Chairperson, Mount Kenya University Ethical Review Committee (P.O. Box 342–01000, Thika).

Thank you for your assistance.

CONSENT FORM (A) FOR PARENT:

I understand that my child has been asked to participate in this study as entitled above. The study has been explained to me and my questions answered to my satisfaction. I understand that any participation is voluntary and that I am free to withdraw at any time I feel. I understand that I will be given a copy of this consent form, I agree to take part in this study voluntarily.

Participant's (parent) signature _____ Date _____

Investigator signature _____ Date _____

CONSENT FORM (B) FOR THE MINOR.

I have read and I understand the provided information and will have opportunity to ask questions about the title.

I agree to be participant in this study. I acknowledge that I am aware of what in this study involves, that I am at least 16 years old and will receive a copy of this informed consent form before signing it. I do hereby voluntarily participate in the study to answered questions required by the researcher, and am free to withdraw at any time I feel. Therefore, I agree to take part in this study voluntarily.

Minor (student) signature _____ Date _____

Researcher signature _____ Date _____



Mount Kenya University

II: QUESTIONNAIRE FOR STUDENTS

Section A: Demographic Information of the students 1.

What is your age bracket (tick)

Below 12 Years ()

12-15 Years ()

15-18 Years ()

18 Years and above ()

2. Indicate your sex (tick)

Male ()

Female ()

3. Indicate your present class (tick)

Form 4 ()

Section B: Principals' Instructional Supervisory Roles. Indicate your responses for the following Likert scale items using "√" or "X" mark in the box corresponding to an action.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

SCALES	5	4	3	2	1
Instructional Supervisors regularly induct new staff members in assembly					
Instructional Supervisors ensure that curriculum is fully implemented in the classroom					
Instructional supervisors engage prefects to participate in school timetabling					
Make visits to classroom to observe teacher's lessons					

III: QUESTIONNAIRE FOR TEACHERS

Section A: General information and personal data

Indicate your response by using "√" or "X" in the box provided.

1. School. () Day school mixed () Day mixed boarding () Boarding girls ()
Boarding boys.

2. Sex: - Male Female

3. Age Bracket 20-25 years () 26 -30years (), 31-35 years() , 36-40 years and above ()
4. Work experience: - 1-5 years 6-10 years 11-15 years 16-20 years 21-25 years 26-30 years 31 and above years
5. Educational Level: Certificate (TTI) Diploma First degree MA degree



Section B: Principals' Instructional Supervisory Roles. Indicate your responses for the following Likert scale items using "√" or "X" mark in the box corresponding to an action.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

SCALES	5	4	3	2	1
1. Instructional Supervisors regularly induct new staff members					
2. Instructional Supervisors ensure that curriculum is fully implemented in the classroom					
3. Instructional supervisors participate in school timetabling					
4. Instructional Supervisors encourage and facilitate school self- evaluation on instructional matters					
5. Instructional supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately					

6. Checking teachers' schemes of Work					
7. Checks teachers' records of work					
8. Makes visits to classroom to Observe teacher's lessons					
9. Provides feedback after class observation					
10. Awarding teachers who have registered exemplary Performance in students' examination					

Section C: Effectiveness of Principals Instructional Supervisory Strategies

To what extent are Principals instructional supervisory activities effective?

Indicate 1=ALWAYS 2=SOMETIMES 3=NEVER

Items	1	2	3
11. The Principal participate in setting educational objectives for the school			
12. The Principal has good interpersonal skills with the teachers			
13. The Principal participate in ensuring that there is improved instructional skills through regular feedbacks			
14. The Supervisor maintains teachers' professionalism			
15. The supervisor do summative evaluation to teachers			

SECTION D: The communication strategies adopted by principals for teacher effectiveness leading to students' academic achievement. Indicate your responses for the following Likert scale items using "√" or "X" mark in the box corresponding to an action.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

Scales	SA	A	D	SD	U
1. Notifies teachers about goals and objectives of the school.					
2. Provides formal communication channels to lets teachers know clearly what is going on in the school.					
3. Hold meetings with staff to discuss equipment design for effective instruction.					
4. Make effective use of suggestions boxes in the school administration,					
5. Allow teachers to give their own suggestion on matters concerning them.					
6. Maintain an open –door policy in running the school.					

Thank You

IV: INTERVIEW GUIDE FOR PRINCIPALS

1. What is your gender?

2. What is your age bracket? () 25 -29 years () 30 -35 years ()

40 – 49 years () 50 years and above ()

3. What is your highest professional qualification? _____

4. How many years have you served as a principal? _____

5. What instructional Supervisory Roles do you carry out in your school?

6. Explain how you induct new teachers in your school?

7 How often do you send teachers for in-service courses?

8. (a) What teachers' professional documents do you check?

(b) How often do you check them?

9 (a) How often do you visit classrooms to observe teachers teaching?

(b) If yes, do you give them feedback after observation?

10. (a) Would you explain the instructional supervisory roles you have found effective.

_____ (b) In your opinion do you think that they contribute to students' academic performances?

_____ 11. Do you help teachers set academic targets in your school?

_____ (b) How do you help teachers set academic targets?

12. (a) Do you monitor students' academic progress?

_____ (b) How do you monitor students' academic progress?

13. What challenges do you face in carrying out instructional supervision in your school?

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

V: INTERVIEW GUIDE FOR COUNTY DIRECTOR OF EDUCATION

1. Gender _____

2. What is your age bracket? () 25 -29 years () 30 -35 years () 40 – 49 years () 50 years and above ()

3. What is your highest professional qualification? _____

4. How many years have you served as a County Quality Assurance Officer? _____

5 (a) what instructional supervisory activities do principals perform in public secondary schools?

(b) Do they provide instructional materials to the teachers? _____

6. State some of the in-service courses which principals send teachers to attend to in your county _____

7. (a) in your opinion do the principals check teachers’ professional documents?

(b) If yes which document do they check? _____

8. (a) Do the principals visit classrooms to observe teachers’ lessons?

(b) When they observe their lessons do they give feedback to the teachers? _____

9. How effective are the principals’ instructional activities in public secondary schools?

10. How often do the principals monitor students' academic progress in their schools?

11. In your opinion do the principals protect students' instructional time? _____

b) If yes how do they protect it? _____

12. What challenges do the principals face in carrying out their instructional supervision?

13. How will instructional Supervision be improved in your school?

Thank you



Mount Kenya University

APPENDIX 1I: ERC PERMIT



REF: MKU/ISERC/3352

Date: 28 November 2023

TO: LEKARATO SAMUEL LMEMPINA

REG: MED/2021/77352

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISORY STRATEGIES ON STUDENTS ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN SAMBURU NORTH SUB-COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2396**. The approval period is **28/11/2023 - 27/11/2024**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.


Yours sincerely,



The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

APPENDIX III: INTRODUCTION LETTER FROM MKU


Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2021/77352

28th November, 2023

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: LEKARATO SAMUEL LMEMPINA - REGISTRATION NO. MED/2021/77352

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Principals' Instructional Supervisory Strategies on Students Academic Achievement in Public Secondary Schools in Samburu North Sub-County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **December, 2023 and January, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies

Enc.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 837073

Date of Issue: 15/December/2023

RESEARCH LICENSE



This is to Certify that Mr.. Samuel LMEMPINA Lekarato of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Samburu on the topic: INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISORY STRATEGIES ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN SAMBURU NORTH SUB-COUNTY, KENYA for the period ending : 15/December/2024.

License No: NACOSTI/P/23/31923

837073

Applicant Identification Number

Handwritten signature

Director General

NATIONAL COMMISSION FOR SCIENCE TECHNOLOGY & INNOVATION

Verification QR Code



APPENDIX IV: AUTHORITY TO CONDUCT RESEARCH BY SAMBURU COUNTY



MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Telegram: "EDUCATION", Samburu
Fax No: 06562413
E-mail: deosamburuc@gmail.com
When replying please quote

SUB- COUNTY EDUCATION OFFICE
SAMBURU CENTRAL
P.O. BOX 60
MARALAL

REF: ED/SBU/GEN 12/VOL.I

18th DECEMBER,2023

TO WHOM IT MAY CONCERN,

**RE: AUTHORITY TO CONDUCT RESEARCH - SAMUEL
LMEMPINA LEKARATO.**

The above named person has been authorized to conduct a research on
**INFLUENCE OF PRINCIPALS; INSTRUCTIONAL SUPERVISORY
STRATEGIES ON STUDENT'S ACADEMIC ACHIEVEMENT IN PUBLIC
SECONDARY SCHOOLS** in Samburu North Sub-County.

Please accord them the necessary assistance




FELIX LEMPIRIKANY
FOR: SUB-COUNTY DIRECTOR OF EDUCATION
SAMBURU CENTRAL.

LETTER OF INTRODUCTION TO RESPONDENTS

APPENDIX V: LETTER TO RESPONDENTS

Department of Educational Planning and Management.

This Questionnaire is to be filled by the Teachers and students.

Dear respondents!

RE: DATA COLLECTION FOR M. ED RESEARCH PROJECT

I am a post graduate student at Mount Kenya University currently on a research project on the “Influence of Principals participation in the implementation of Instructional Supervision in public secondary schools in Samburu North Sub-County”. Be sure that the responses you give will only be used for educational purpose and the information will be Kept confidential. **NO NAME SHALL BE REQUIRED FROM ANY RESPONDENT OR INSTITUTION.**

Instructions: Please note the following points before you start filling the questionnaire: i. Do not write your name on the questionnaire ii. Read all the questions before attempting to answer the questions iii. There is no need to consult others to fill the questionnaire iv. Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales. v. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

Yours faithfully,

Lekarato Samuel Lmempina

APPENDIX VI: PLAGIARISM REPORT



LEKARATO SAMUEL LMEMPINA

INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISION STRATEGIES ON STUDENTS' ACADEMIC ACHIEVEMENT IN P...

 MBA 2025
 MASTERS
 Mount Kenya University

Document Details

Submission ID
trn:oid::1:3284962535

Submission Date
Jun 26, 2025, 1:25 AM GMT+3

Download Date
Jun 26, 2025, 1:29 AM GMT+3

File Name
JUNE_CORRECTION.docx

File Size
4.0 MB

168 Pages
35,398 Words
219,353 Characters



MOU

20% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Exclusions

- 2 Excluded Sources

Match Groups

- 382 Not Cited or Quoted 14%**
Matches with neither in-text citation nor quotation marks
- 70 Missing Quotations 2%**
Matches that are still very similar to source material
- 149 Missing Citation 6%**
Matches that have quotation marks, but no in-text citation
- 20 Cited and Quoted 1%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 22% Internet sources
- 7% Publications
- 9% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

PLAGIARISM CONFIRMATION

Dr. Gilbert Nyakundi, PHD

Signature

Date: 27/06/2025

Department of Education Management and Curriculum Studies-

Mount Kenya University

Dr. Salome K. Yatich, PHD

Signature

Date 27/06/2025

Department of Education Management and Curriculum Studies – Mount Kenya University



Mount Kenya

APPENDIX VII: AREA STUDY MAP

