

**INVESTIGATING THE LEVEL OF TRAINING OF PUBLIC SECONDARY SCHOOL
PRINCIPALS AS INSTRUCTIONAL SUPERVISORS: A CASE OF MAKUYU
DIVISION OF MURANG'A COUNTY**

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ABSTRACT

The principals' core responsibility is to ensure quality teaching and learning in the classroom. Principals can reinforce and enhance teaching practices that will contribute to improved student learning through effective supervision of teachers. This study identified principals' level of training in instructional supervision which contributes to improved students' performance. However, many principals in Kenya were inadequately trained for this role and focus. The study objectives were to examine the extent to which Makuyu Division principals offer instructional supervision in the classroom; to identify the level of training of Makuyu Division principals as instructional supervisors and to examine how frequent Makuyu Division principals carry out instructional supervision. The study used mixed method research where quantitative and qualitative research methods were used. The variables included principals' level of training; frequency of instructional supervision; effective instructional supervision, teachers' commitment and efficiency; improved students' performance. The mixed methodology was chosen because merging quantitative and qualitative data developed a more complete understanding of the problem. The researcher adopted a concurrent triangulation research design where quantitative and qualitative data collection was concurrent allowing the researcher to confirm, cross-validate or corroborate data within the study. Purposive sampling was used in selecting the respondents as it allowed the researcher to use cases that had the required information with respect to the objectives of her study. Ten principals and seventy teachers in public secondary schools in the division were sampled because they had reliable information for the study. Data was collected using principals' and teachers' questionnaires. The researcher personally conducted interview guides with the principals. The researcher also adopted a non-participant observation method. The validity and reliability of research instruments was ensured by consulting the experts and pre-testing respectively. A pilot study in one secondary school was conducted to enhance validity of the instruments. Data was analyzed using descriptive statistics in SPSS package version 22. Qualitative data in the form of texts was combined with the quantitative data in the form of numeric information. Data was displayed through the use of bar graphs, frequency tables and figures. The research was geared towards showing how effective instructional supervision by principals contributed to improved performance in schools. The findings of the study were important for formulation and implementation of school based management policies and for the design of education reform initiatives and training programs supporting school principals to be better instructional supervisors.