

Secondary School Principals' Work Load and Instructional Supervision Practices in Kenya: A Case of Lower Yatta Sub-County, Kitui County

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Abstract: *The study investigated the influence of principals' workload on instructional supervision practices in public secondary schools in Lower Yatta Sub-County of Kitui County, Kenya. The study objectives focused on establishing areas that principals checked in instructional supervision, determining extent to which instructional supervision was perceived important and effective by teachers and rating of the extent to which principals work load influenced instructional supervisory practices. The study adopted descriptive survey design. The population consisted of 26 principals and 115 teachers in all the public secondary schools of Lower Yatta Sub-County. The entire population was involved in the study because the size was manageable. Questionnaires were used to collect data from principals and teachers. Quantitative data were analyzed using descriptive statistics and the results presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. Qualitative data were analyzed through content analyses by organizing data into themes, patterns and sub-topics based on research objectives. The findings were that the areas covered by the principals in instructional supervision were: schemes of work, lesson plans, record of work covered, pupils' lesson notes and class attendance. The study also established that instructional supervision was considered significant and personally benefited teachers in their professional in respect to syllabus coverage, professional development, and improvement of the instructional process. Finally the study established that high administrative work load adversely affected effectiveness of principals in their supervision.*

Keywords: *Instructional Supervision and Principals' workload*

1. INTRODUCTION

Education is primarily concerned with the development of skills, knowledge, process and attitudes necessary for the learner to successfully function as a productive citizen in an ever changing world. Education also recognizes the characteristics unique to each individual and provides a process for the development and expression of each learner's abilities and talents (Tanner & Tanner, 2007). The formal education system of a nation is the principal institutional mechanism used for developing human skills and knowledge (Todaro (1992). Education is therefore viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. To support this philosophy, most countries have committed themselves to providing quality education for all.

Against this background, many nations around the globe have committed themselves to global education conventions such as Education for All (EFA), Universal Secondary Education (USE) and Universal Primary Education (UPE). They consider these key to global security, sustainability and survival. However, according to Buregeya (2011) these conventions have brought forth significant challenges to many educational systems worldwide requiring thorough supervision. Supervision is viewed as a cooperative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni & Starratt, 2002).

The concept of supervision and its practices in education can be traced to the early American systems. Supervision evolved from a mere judicious nature of inspection, where inspectors made judgment about a teacher rather than the teaching or learning, to the present nature that focuses on assisting the

teachers to improve their instructional effectiveness. Teachers perceived supervision as inspectional rather than a helping function (Glanz 2000). Vast plan of supervision tend to be conducted in a haphazard manner in which the plans are seldom locally developed, rarely well-conceived and practically never reduced to written form. Supervision ensures that all staff reflects appropriate rules, routine, procedures and regulations to achieve set educational objectives. In a school setting the overall supervisor is the principal. According to Okumbe (1998), the principal is regarded as an urgent of supervision on behalf of the Directorate of Quality Assurance and Standards at the school level. He or she is involved in the translation of educational policies and objectives into the programme and is expected to possess superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the school programme.

In the United States of America (USA) for example, the main aim of supervision in schools is to improve classroom instruction; this is through observation of classroom teaching, analysis of observed data and face-to-face interaction between observer and teacher. Currently National Association of Secondary School Principals (NASSP) is committed to continuous improvement of schools and the quality of teaching. In Canada, school principals must constantly adapt to the reality of continuous reform within their institutions. The department of education of New Brunswick (NBDE) emphasized not only the administrative role of principal, but also the role of pedagogical guide for their teachers. In Turkey, inspection and supervision is organized by the Ministry of National Education Inspectorate. This body is directly under the supervision of the minister and it supervises schools on behalf of the minister (Tyack, 2003).

In South East Asian countries, principals like their counterparts in the West, were found to attach great value to instructional leadership. In Singapore, principals are expected to provide instructional leadership to staff (Bolman & Deal, 1992). They are the lead in shaping and strengthening the traditions and ethos of their schools. They should lead and inspire teachers, and work with parents and community to provide the students with opportunities to pursue their passions and discover their strengths. In China, supervision is considered as primary key task of principals in their daily school routine. It is considered as the best way to manage what occurs in the classroom to ensure quality of teaching.

A key issue is the teaching load carried by school principals, some of them teach as many as five subjects (Republic of South Africa 1998). In a study carried out in South Africa, most principals indicated that they did not have the requisite support staff to handle day-to-day administrative issues. Too much work compromises quality time for the core function of monitoring teaching and learning. In Zimbabwe and Tanzania, educational officers or inspectors as they are called are expected to perform both inspection and advisory tasks (De Grauwe, 2007). In Ghana, improving the quality of education partly through the improvement of supervision has been the priority of the Ministry of Education, Youth and Sports in collaboration with the Ghana Education Service (GES). The Ghana Education Service is responsible for service delivery including deployment of teachers, allocation of textbooks, and supervision of schools and teachers (Baffour-Awuah, 2011). In Nigeria, the principal should assist teachers in determining the right methods, teaching facilities, physical setting, motivating teachers, provide adequate time-table for teaching, routine check of lesson notes and subject dairies, observation of classroom instruction, continuously monitor student progress and provide feedback on student performance (Afolabi & Loto, 2008).

In Kenya, The Report of The Presidential Working Party on Education and Manpower Training for The next Decade and Beyond referred to as Kamunge Report of 1988 advocated provision of government policy guidelines on supervision for improving quality education through optimal use of existing human , physical and fiscal resources as Kenya enters the 21st century (Wawira 2012). The report underscored the importance of the inspectorate and recommended training of head teachers as first supervisors of their schools. According to the Republic of Kenya, (2000) the principal is responsible for all matters pertaining to the smooth running of the schools. The weight of school principals' workloads militate against them discharging their core instructional leadership responsibilities effectively.

1.1. Statement of the Problem

For quality education to exist there must be adequate techniques of supervision since proper supervision of instruction facilitates the achievement of goals and objectives of education (Glanz, 2006). In Kitui County, poor Supervision has been identified as a major cause of low education

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standards in the county. Most principals have little administrative experience whereas many teachers do not embrace the practice of instructional supervision. Increase in student enrolment has created challenges of heavy workload among principals. Poor academic results have been witnessed in the Lower Yatta Sub- County compared to the neighboring Sub- Counties as shown in table 1.

Table1. KCSE mean score analysis for Kitui County for five years

YEAR	Lower Yatta Sub-County	Kitui Central Sub- County	Mwingi Central Sub- county
2010	4.623	5.420	5.231
2011	5.141	5.331	5.412
2012	4.427	5.389	4.900
2013	4.129	6.273	4.863
2014	5.090	5.131	5.212

An investigation which reveals the influence of principals 'work load on instructional supervision in secondary schools in lower Yatta Sub-County, Kitui County and how instructional practices can be enhanced would be beneficial to the Kenyan education system as a whole.

1.2. Objectives of the Study

The study was guided by the following objectives:

- i) To establish areas that principals checked in instructional supervision.
- ii) To determine extent to which instructional supervision was perceived important and effective by teachers.
- iii) To rate extent to which principals work load influenced instructional supervisory practices.

2. REVIEW OF RELATED LITERATURE

For qualitative education to be achieved in schools, instructional supervision must be accorded high priority. The term supervision is derived from the word "super video" meaning to oversee (Adepoju, 1998). Supervision is an interaction between at least two persons for improvement of an activity. Instructional supervision focuses on teachers working with learners to bring about improvement in the teaching- learning process. Reinhartz (2002) regarded instructional supervision as a process that focus on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement according to Sergiovanni and Starratt (1998) may be on teacher's knowledge, skills, and ability to make more informed professional decisions or to solve problems better or it may be to inquire into teaching. Such a focus on the teachers' instructional improvement permits achievement of higher quality of learning. Supervision should therefore provide a set of services and processes to help teachers facilitate their own professional development so that the goals of education may be achieved. As a process, instructional supervision combines activities which are concerned with teaching and improvement of the teaching in the school framework. Instructional supervision encompasses the many administrative processes and procedures involved in maintaining accurate and up to date information about the content of curriculum. Beach and Reinhartz (1989) emphasis that the focus of instructional supervision is to provide teachers with information about their teaching so as to develop instructional skills to improve performance .Others believe the purpose of supervision is helping teachers to be aware of their teaching and its consequences for their learners (Glickman, Gordon, & Ross-Gordon, 1997). Supervision ensures that procedures are established for monitoring the major curriculum components (objectives, content, environment, educational personnel, school organization, learners, school community, and the programme's budget). Any of these will affect the curriculum positively or negatively. Supervision generates data to provide feedback as to whether intended results are being achieved.

Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors. The term supervision has gradually taken over inspection, but both terms are sometimes used together. But Musaaazi (1982) posits that school supervision which began as inspection has been replaced by that of supervision. The concept of supervision of instruction has evolved over the years (Glickman, Gordon & Ross-Gordon, 2004). Early supervisors in the 19th century set strict requirements for their teachers and visited classrooms to observe how closely the teachers complied with stipulated instructions; departure from these instructions would cause dismissal.

Hoy and Forsyth (1986) do not contend that the purpose of supervision of instruction is not to judge the competencies of teachers, nor is it to control them but rather to work cooperatively with them. To them, an effective principal creates a culture of shared belief and sense of cooperation, monitors and evaluates the effectiveness of school practices, is resourceful and communicates and operates from strong ideas and beliefs about schooling. They value dialogue that encourages teachers to critically reflect on their learning and professional practice.

Brennen (2008) notes that, a supervisor who links interpersonal with technical skills will be successful in improving instruction. He suggests that an effective supervisor should be able to build self-acceptance, moral, trust and rapport between the two parties. Objectivity, devoid of personal biases, should be the hallmark if supervision is to be effective. Effective supervision involves adherence to bureaucratic processes to control and guide teachers. He identifies common determinants of supervision as: teachers and students working rigidly according to school timetable, following school regulations, neat and decent environment, and proper student management and disciplined students.

2.1. Rationale for Instructional Supervision

According to Sushila (2004) in Musugu and Nasongo (2008) the principal is the leader in the school, and pivot around which many aspects of a school revolve and the person is in charge of every detail in the running and management of instructional resources. Konchar (1988), states that, the school is as great as the principal, because whatever happens in the school bears the impress of his/her personality. Schools do not become great because of magnificent principals. The quality of education as measured by student achievement in national examinations is a reflection of principal's leadership and management.

According to Wanzare and Da Costa (2003), the importance of instructional supervision includes the following:

- 1) To assess effectiveness of the teaching- learning process in meeting the set educational goals.
- 2) To offer assistance in development of needed teaching competencies.
- 3) To ensure that the practice of education is well linked to the set standards by the ministry of education.
- 4) It forms a basis for teacher promotion and development.
- 5) Helps to identify urgent needs for classrooms.
- 6) Helps teachers to try out new instructional techniques in a safe, supportive environment.

2.2. Principles of Effective Supervision

Imants, Puffen and Leijh (1994) identified several principles to guide the process of supervision:

- i) Staff orientation- the expected quality and quantity of work must be specified for staff to know what is expected. New staff must be orientated.
- ii) Healthy atmosphere- supervision environment should be made free of tension and emotional stress.
- iii) Staff must be guided on how to carry out assignments in particular tasks. The school therefore must arrange and participate in staff training.
- iv) Recognition- good work must be immediately acknowledged to serve as an incentive in motivating staff.
- v) Those monitoring for example, Principals, Heads of Department, Quality assurance and standard officers must understand the total curriculum process.
- vi) A firm cooperation network must be established between all the staff involved with the curriculum.
- vii) Criticisms must be constructive and free of bias.
- viii) Staff should be given opportunity to prove their worth and use their initiatives in performing their jobs and in making decisions.
- ix) The curriculum should be assessed regularly at all levels.
- x) Supervision should ensure that students have the opportunity to learn.

- xi) There should be an established communication network to allow for a quick detection of programme deficiencies and rapid relay of such information to the relevant people.
- xii) The supervision process itself should be re-examined from time to time for relevance and effectiveness.
- xiii) The procedure and approaches used in supervision must be in line with the overall educational and school philosophy.

2.3. Approaches to Supervision

Sergioranni and Starratt (2002) state that the contemporary schools need to provide teachers with options in supervisory approaches. The set of approaches may differ for beginning and experienced teachers. The approaches include; clinical supervision, developmental supervision, collaborative supervision, peer coaching, self-reflection and administrative mentoring.

According to Pajak (2002), clinical supervision is the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of data and the relationship between the teacher and the supervisor form the basis of the programme, procedures and strategies designed to improve students' learning by improving teacher's classroom behaviour. This supervision relies more on teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisor.

Developmental supervision-this approach encompasses a number of tasks and skills that promote instructional dialogue, learning and teacher profession growth and development. The approach views teachers as individuals who are at various levels of professional growth and development. The supervisors are seen appropriately employing different leadership styles with different teachers and according to different circumstances (Glickman, Gordon, Ross, 2007). Within this framework, supervisors seek to foster thinking skills which help in the analysis of classroom instruction and make teachers more aware of the many options for change (Beach and Reinhartz, 2002). Developmental supervision is built on the premise that human development is the purpose of education.

Another approach to supervision is collaborative. Fullan (1992) observed that teachers in schools with collaborative culture have greater confidence and commitment to improvement and professional growth. Interns, beginning teachers and individuals who are new to a school or teaching assignment require a considerable amount of support from the more experienced colleagues. Collaborative approaches are based on a process of "critical friend" (Costa and Kallick, 1993). A Critical friend takes the time to fully understand the content of the work presented and the outcome that the person or group is working towards. Reflective practices lie at the core of all collaborative approaches to supervision.

Peer coaching-The coaching approach uses cohorts and is often coupled with clinical supervision. As teams work together, their emphasis is on asking questions which help to clarify their own perceptions about instructions and learning. Peer coaching provides opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of informed evaluation (Bowman and McCormick, 2000). Peer coaching is particularly important for beginning teachers.

Mentoring approach-This is a process that facilitates instructional improvement wherein an experienced teacher (mentor) works with a novice or less experienced teacher collaboratively and non-judgmentally to study and deliberate on ways instruction in the classroom may be improved (Sullivan and Glanz, 2002). The main mentoring functions include teaching, sponsoring, encouraging and counseling. Supportive and trusted relationships are paramount to successfully assist novice teachers in adjusting to teaching requirements.

Self-reflection/Self-assessment-In response to changing circumstances, teachers have a professional responsibility collectively and individually, to reflect on what is happening and why and also reflect on effectiveness of their current teaching practices. Each teacher has the responsibility to exercise his or her professional judgment in modifying and refining these practices so that students' best interests continue to be served (STF 2002). Beach and Reinhartz (2002) discussed seven steps of effective self-assessment supervision:

- 1) Teachers' analysis and reflection on their teaching performance.
- 2) Use of information from their reflective journals and completed inventories by teachers to analyze their effectiveness.
- 3) Feedback from other sources e.g. students, peers and supervisors.
- 4) Analyzing data from the other sources.
- 5) Developing possible strategies for initiating improvement.
- 6) Implementation by teachers of agreed upon changes in their instructional behaviour.
- 7) Teachers reassess the effectiveness of change. This approach can be effective if teachers are aware of their need to develop

Administrative mentoring-This is the process by which the supervisor monitors the staff through brief unannounced visits to ensure that teachers responsibilities are carried out properly. This approach to supervision is widely used by school administrators in teacher evaluation and is considered necessary for beginning teachers to measure their success and growth. Administrative monitoring gives the principal information about what is happening in the school, and enables him/her to be aware of any problem. This approach is successful when there exists a mutual trust between the teachers and administrator, and when performed by a sensitive and trusted leader. Administrative mentoring appears to be the most commonly used in the Kenyan context by school principals and officers from the Directorate of Quality Assurance and Standards.

2.4. Workload and Principals' Instructional Supervision Practices

Global education policies aimed at enhancing equity, access and improved transitions (UNESCO, 2005) have consequently led to massive students' enrolment figures and high pupil-teacher ratios throughout the globe, resulting in bigger classes and heavy workload among the principals. Principals are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration. According to Wawira (2012), this doubling up of tasks has been a challenge to many principals who have constantly lamented of being overwhelmed. It also brings confusion regarding their job specification as most opt to either concentrate on one of the two tasks: teaching or administration work. Boardman, (1993) argues that, in schools enrolling approximately 500 students, the principals tend to spend the major part of their time in duties of their offices. In large schools, they rarely teach, spending most of the time in administration.

A study by Abdille (2012) shows that workload affected principals' instructional supervision. Most of the principals indicated that workload affects their position to a greater extent since their performance in the schools is judged depending on how well they are able to control and coordinate the schools in one direction. Ogunuand Emmanuel (2015) cited lack of time as a challenge to school supervision. He asserted that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching.

According to a study by Issa (2012), teaching load of the principal influences the effectiveness of the principals' instructional supervision. In addition, Buckley et al' (2004) revealed that teaching load significantly influenced supervision especially on the principals' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids. Bays (2010), states that principals whose enrolment is high have a lot of issues to address and big workload compared to principals who have lower enrolment. It should however be noted that reducing the number of students alone does not improve the quality of instructional supervision or lead to improved teaching and learning. Thus, focus should be shifted from concern on high workload to investigating what kind of teaching actually makes a difference.

2.5. Theoretical Perspective

This study was guided by the Path Goal Theory developed by Robert J House in 1971. House believes that a leader's behavior is contingent to the satisfaction, motivation and performance of his or her subordinates. Path –Goal states that a good leader provides clear direction, sets high goals, gets involved in goal achievement and supports his employees. It is to do with the leader "clearing" the path for the followers to take. It was developed to describe the way the leaders encourage and support their followers in achieving the goals they have been set by making path that they should take clear

and easy. In particular, according to this theory leaders should, clarify the path so subordinates know which way to go and remove road blocks that are stopping them going there.

This theory explains that performance of principals' instructional supervision practices depend upon effort. Principals can motivate teachers for academic performance. According to this theory, leaders who show the way and help followers along a path are effective in leading them. This approach assumes that there is one right way of achieving a goal and the leader can see but the followers cannot.

Path –Goal theory is relevant to this study because the principal of a school is the leader who should show teachers the way. Principals should set high goals for academic achievement, high mean grades they expect to be scored by the students. They should be the first to apply best methods of teaching, teaching aids, keep up to date records of work done, lesson plans and lesson notes so that teachers can emulate. This theory casts the leader as the "knowing person" and the followers as "dependents".

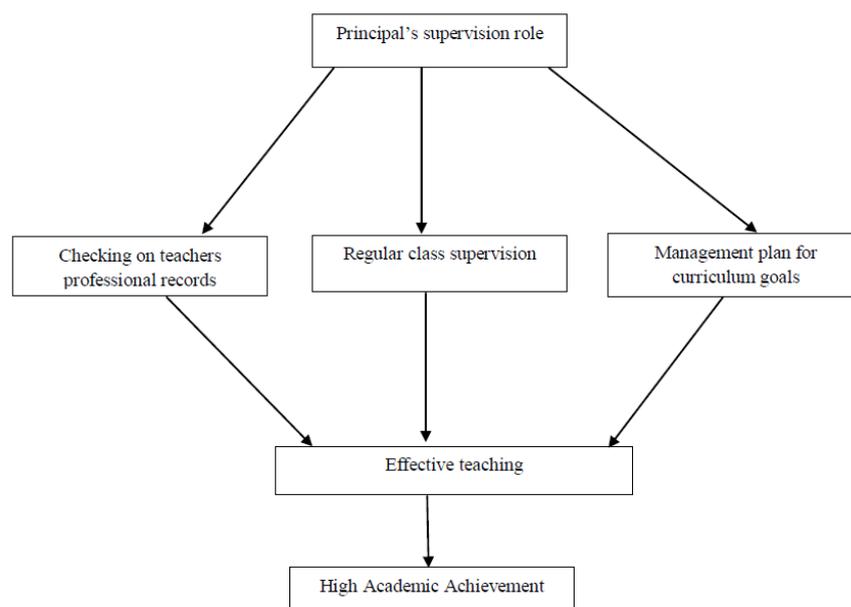


Fig1. *A Model of the Supervisory Role of the Principal*

3. RESEARCH METHODOLOGY

The study was carried out in public secondary schools in Lower Yatta Sub-County of Kitui County, Kenya. The population was 26 principals and 115 teachers in all the public secondary schools of Lower Yatta Sub-County. The entire population was involved in the study because the size was manageable. The study adopted descriptive survey design. The design was suitable for the study because it describes the state of affairs as relates to principals workload and instructional supervision practices in public secondary schools in Lower Yatta Sub-County, Kenya. Questionnaires were used to collect data from principals and teachers. The questionnaires comprised of two sections, A and B. A was designed to obtain pertinent background and personal data of respondents, B sought information on workload of principals in relation to instructional supervision. The researcher drew a visit schedule and visited the schools to administer the questionnaires. For analysis, data gathered was coded. Quantitative data were analyzed using descriptive statistics assisted by Statistical Package for Social Sciences (SPSS) and the results presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. Qualitative data were analyzed through content analyses by organizing data into themes, patterns and sub-topics based on research objectives.

4. STUDY FINDINGS AND DISCUSSIONS

The findings are presented under various headings:

4.1. Areas Checked by Principals in Instructional Supervision

Principles were asked to indicate areas that they supervised in regard to instruction. Their responses are as indicated.

Principals Responses on what they Checked during Instructional Supervision

Supervision	Frequency	Percent
Schemes of work	26	100.0
Lesson plans	8	30.8
Records of work covered	6	23.1
Pupils lesson notes	26	100.0
Class attendance	12	46.2

$N = 26$

From table, principals conduct various instructional supervision practices with all principals indicating that they checked teachers' schemes of work and pupils lesson notes. This was an indication that principals were able to monitor teachers' lesson preparation and content delivery. These findings concur with a report by Republic of Kenya, (2000) that stated that the principal is responsible for all matters pertaining to the smooth running of the schools. The principal's role as a supervisor include; monitoring teachers' work, lesson notes, records of work done and students' exercise books, actual visits to classrooms to see the work of individual teachers, selecting subjects appearing in the school curriculum so as to ensure a well-balanced education, teaching a reasonable teaching load as a way of being in touch with the actual teaching- learning situation in the school and maintaining a visible presence in the school.

4.1.1. Instructional Supervision and Teacher Performance

The study required the principal to indicate whether instructional supervision was important for good teachers' professional performance. Their responses were as shown.

Importance of instructional supervision	Frequency	Percent
Strongly agree	12	46.2
Agree	14	53.8
Total	26	100.0

All the principals agreed to the fact that instructional supervision is important for good teacher professional performance. This is in agreement with Okumbe (1998) who state that the principal is regarded as an urgent of supervision on behalf of the inspectorate in the school level. He or she is involved in the translation of educational policies and objectives into the program and is expected to possess a superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the school program.

The study further asked teachers to indicate how often principals carried out instructional supervision in all classes. Their responses were as shown in the table

Teachers response on how often principals carry out instructional supervision in all classes

No. of times	Frequency	Percent
Termly	8	30.8
Monthly	6	23.1
Weekly	4	15.4
Not applicable	8	30.8

Information in the in table shows that most principals in their schools carry out instructional supervision at least once per term. Principals were asked to give reasons for not carrying out instructional supervision in all classes.

Reasons for not Conducting Instructional Supervision in all Classes

Reasons	Frequency	Percent
Too much work	18	69.2
Inadequate time	8	30.8
Total	26	100.0

Majority of principals (69.2%) indicated that the amount of work they have in secondary schools is the main hindrance for them to conduct instructional supervision. Principals of high enrolment schools are therefore confronted with many competing administrative and managerial responsibilities which reduce the time available to the principal for direct interaction with teachers on instruction matters.

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4.1.2. Other Duties of Principals Apart from Teaching and Instructional Supervision

The study required principals to indicate additional duties.

Other Duties Carried out by Principals

Duties	Frequency	Percent
School development	10	38.5
Attending to stakeholders	8	30.8
Accounting	8	30.8
Total	26	100.0

The findings indicate that instructional supervision time is limited by the other duties shouldered on to principals. This is in line with Ogunu (2005) who cited lack of time as a challenge to school supervision. Secondary school principals are weighed down by routine administrative burden which limits time for classrooms visit to observe how the teachers are teaching.

Duties and Responsibilities that take Most of Principals Time

Duties and responsibilities	Frequency	Percent
Attending to stakeholders	6	23.1
Teaching	8	30.8
Administrative duties	12	46.2
Total	26	100.0

Most of the principals (46.2%) indicated that administrative duties take up most of their time in secondary schools. This was an indication that administration duties of principals consume most of their time thus weighting their responsibilities.

4.1.3. Perceived Effectiveness of Principal's in Instructional Supervision

Teachers were presented with statements to show how effective principals administrative role are in regards to instructional supervision. Their responses areas presented.

Perceived Effectiveness of Principals' as School Supervisors by Teachers

	Roles	Effective		Ineffective	
		Frequency	Percent	Frequency	Percent
1	Setting goals and ways to achieve them.	68	60.2	45	39.8
2	Determining subjects offered in the school.	29	25.7	84	74.3
3	Giving instructional guidance to teachers on school curriculum.	91	80.5	22	19.5
4	Organizing to support curriculum implementation.	37	32.7	76	67.3
5	Advising teachers on school curriculum.	98	86.7	15	13.3
6	Observing teachers in class	75	66.4	38	33.6
7	Checking lesson plan	77	68.1	36	31.9
8	Checking teachers record of work	91	80.6	22	19.5
9	Checking schemes of work at the beginning of the term	98	86.7	15	13.3
10	Giving feedback to teachers after lesson observation	59	52.2	54	47.8

The table results reveals that majority of the teachers indicated that most principals' instructional supervision practices in their schools were effectively performed. However majority of the teachers (74.3%) indicated that principals in their schools were ineffective in determining subjects offered in school. These findings were confirmed by teachers since all of then indicated that principals' instructional supervision personally benefited them.

Teachers were further requested to indicate how they benefit from principals instructional supervision practices and their responses are as shown in the Figure.

From the figure, majority of teachers indicated that principals' instructional supervision helped them improve their instructional process, followed by professional development. This was an indication that teachers are helped to improve teaching methods when principals effectively carry out their roles in instructional supervision. These findings differ from those of Glanz (2000) who stated that teachers perceived supervision by principals as inspectional rather than a helping function.

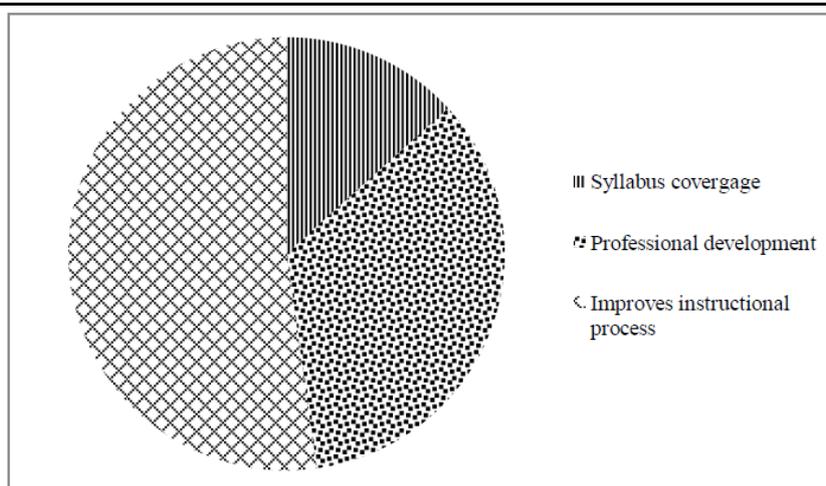


Figure2. Perceived Benefits on Instructional Supervision by Teachers

4.1.4. Rating of the Extent to Which Principals Work Load Workload Influenced Instruction Supervisory Practices

The study then sought both principals and teachers rating on the extent to which principals’ workload influence instruction supervisory practices. Their responses were as shown in Table.

Teachers Responses on Extent to Which Workload Influenced Instructional Supervision

Rating	Frequency	Percent
To a large extent	61	54.0
To a small extent	15	13.3
Uncertain	37	32.7
Total	113	100.0

Majority of the teachers (54%) indicated that principals’ workload influenced their instructional supervision practices to a large extent. This was an implication that principals’ workload is greatly related to how effective they carry out instructional supervision practices. This is concurs with Buckley et al’ (2004) who revealed that teaching load significantly influenced supervision especially on the principals’ ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids.

The principals were also requested to indicate whether workload hinder instructional supervision practices. Their responses are as presented

Principals’ Responses on Whether Workload Hinder Instructional Supervision Practices

Responses	Frequency	Percent
Agree	18	69.2
Disagree	8	30.8
Total	26	100.0

From the study findings, majority of the principals (69.2%) agreed that workload hindered carrying out of instructional supervisory practices. This shows that principals are overloaded therefore failing to carry out instructional supervision. This concurs with Issa (2012), who states that teaching load of the principal influences the effectiveness of the principals’ instructional supervision.

Involvement of Principals in Teaching

Principals’ responses on whether they were involved in class teaching are as presented in the table.

Principals’ Responses on Involvement in Teaching

Teaching students lessons	Frequency	Percent
Yes	23	88.5
NO	3	11.5
Total	26	100.0

Majority of the principals (88.5%) indicated that they teach students in classes. This implies that other than their administrative principals also teach students showing that they have heavy workload.

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These findings agree with a study by Issa (2012) which established that teaching load of the principal influences the effectiveness of the principals' instructional supervision. Further the study sought to find out the number of teaching hours in a week for principals. The responses are as presented.

Number of Hours Principals Teach Students Per Week

No. of hours	Frequency	Percent
Less than 10 hours	24	92.3
Not applicable	2	7.7
Total	26	100.0

From the table, majority of the principals (92.3%) teach for less than 10 hours per week. This is an indication that principals who teach students in classes conduct instructional process for 15 lessons in a week thus they teach 3 lessons per day. The findings concur with Buckley *et al* (2004) who revealed that teaching load significantly influenced supervision especially on the principals' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids.

4.1.5. Measures to Improve Principals' Instructional Practices

The study required teachers to suggest measures that could be put in place to improve on principals supervisory practices. The findings are as presented in the table

Measures to Improve Principals Instructional Supervision as Perceived by Teachers

Measures	Frequency	Percent
Delegate duties to heads of departments	15	13.3
Principals to stop teaching	20	17.7
Create positive working environment	48	42.5
In-service training	30	26.5
Total	113	100.0

Most of the teachers (42.5%) indicated that principals should create positive working environment followed by delegating most of their duties to heads of department.

5. CONCLUSION

As a process, instructional supervision combines activities which are concerned with teaching and improvement of the teaching in the school framework. Instructional supervision encompasses the many administrative processes and procedures involved in maintaining accurate and up to date information about the content of curriculum. Instructional supervision personally benefited teachers in their professional in respect to syllabus coverage, professional development, and improvement of the instructional process. The instructional supervision however was not effective due to high workload of principals' which included class teaching, attending to stakeholders, and administrative duties.

6. RECOMMENDATIONS

Directorate of Quality Assurance and Standards should organize and diversify seminars and workshops for secondary school principals on administrative management to ensure that principals are able to create enough time for all their administrative duties including instructional supervision. Principals should broaden the areas supervision to include allocation of textbooks, student management, physical settings and classroom interaction patterns. Where possible, principals can delegate some of the administrative duties to competent staff in their schools including Heads of Departments. Finally, principals should be able to carry out some research on good practices globally to borrow ideas in relation to instructional supervision for purpose of making improvement.

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