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## **Perceptions of Principals, Heads of Departments and Teachers Regarding Effectiveness of Principals' Instructional supervisory role with regard to classroom instruction.**

The purpose of this study was to establish the Perceptions of Principals, Heads of Departments and Teachers Regarding Effectiveness of Principals' Instructional supervisory role with regard to classroom instruction. This study adopted Developmental Supervision Theory by Glickman et al. Descriptive survey design was used. The study was carried out in public secondary schools in Nairobi and Kajiado counties in Kenya. The sample size was as follows: 38 principals, 151 heads of departments and 289 teachers. This gave a sample size of 478 respondents. Stratified random sampling was used in selecting schools. Simple random sampling was used to select heads of departments and teachers for the study. The instruments used to collect data were: Questionnaires and an Interview guide for principals. Qualitative data was analyzed thematically, while Quantitative data was analyzed using descriptive statistics and presented in frequencies and percentages. Null hypothesis was analyzed using Kruskal-Wallis H test statistics. The key finding of this study was that majority of principals performed diligently but did not use appropriate skills or lacked knowledge on how to conduct effective instructional supervision. The finding also established that principals' performance in instructional supervision was not effective on how to assist teachers to plan lessons and demonstrate teaching in classroom instruction. Based on the findings, the study recommends the need for TSC to introduce a policy on instructional supervision so that the principals who are selected to head schools can gain skills and knowledge to enable them effectively perform their tasks and responsibilities related to instructional supervision.

Keywords: classroom instruction, effectiveness, perceptions, principals' instructional supervision

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