

Influence of Principals' Administrative Experience on Principals' Effectiveness in Instructional Supervision in Public Secondary Schools in Mukaa Sub-County, Makueni County, Kenya

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Abstract

In Mukaa Sub-county, instructional supervision by principals is yet to be effectively realized. In many cases, teachers do not complete their syllabus and students also register low academic grades in both internal and national examinations. Thus, the purpose of the study was to assess the influence of principals' administrative experience on effectiveness in instructional supervision in public secondary schools in Mukaa Sub-county, Makueni County, Kenya. The study was guided by the path-goal theory. The study adopted correlation research design. Questionnaires were used to collect data from the respondents. Validity was established through expert judgment. Data were descriptively analyzed using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Test Analysis with the help of Statistical Package for Social Science (SPSS 23) and presented using tables and charts. The study established that many secondary schools register low grades in national examinations (KCSE) and that principals' administrative experience influence principals' effectiveness in provision of instructional supervision. However, many secondary schools are headed by principals with relatively few years of administration. Thus, the study recommends that the Ministry of Education through Teachers' Service Commission (TSC) should promote teachers to positions of school principals based on merit and above all the number of years one has served progressively in positions of headship such as Heads of Departments and Deputy Principals.

Keywords: Academic Performance, Administrative Experience, Instructional Supervision

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