Influence of Principals' Management Practices on Teachers' Effectiveness in Public Secondary Schools in Kieni West Sub–County, Kenya

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Abstract: The achievements of any school to some extent largely depend on the managerial role of the principal. However, a school may also fail because of maladministration. The purpose of this study was to assess the influence of principal's management practices on teachers' effectiveness in public secondary schools in Kieni West Sub-County. The objectives of this study were to; examine the principal's academic supervision on teachers' effectiveness and determine the effect of supportive leadership on teachers' effectiveness. Path-Goal Theory developed by Evans 1970 and modified by House1971 was used to inform this study. The study used a descriptive research design. Target population consisted of 262 secondary schools with 262 principals and 262 teachers. A simple random sampling was used to get the sample for schools and principals while purposive sampling was used to select teachers who were deans of studies. Sample size was determined by 30% of target population which consisted of 79 schools with 79 principals. The 262 teachers were purposively sampled. Data collection was by means of a questionnaire and it was anlysed using descriptive statistics. The study established that majority of principals 'sometimes' at 42.5% did academic supervision while others 'regularly' at 37.5% and some 'never' at 20% did oversight for teaching effectiveness. Further the results revealed that supportive leadership style was applied 'occasionally' at 44.2%, 'frequently' at 33.7%, and 'not at all' at 22.1%. The study concluded that principals' academic supervision and supportive leadership styles had a great bearing on teachers' effectiveness and therefore both 'regular' supervision and 'frequent' application of supportive leadership style needed to be improved. The study could be significant to school principals, teachers and other education stake holders who would use the knowledge to enhance teaching effectiveness which translate to improved student performance.

KeyWords: Principals, academic supervision, supportive leadership, teachers' effectiveness

I.   Introduction

Principals are managers who oversees all the curricular and co-curricular activities in secondary schools. Principals by temperance of their positions are the supervisors and their nature of administrative capabilities dictates generally their prosperity or disappointment. Every school has an administrative head tasked with a responsibility of running the day-to-day affairs of the institution. Principals take leading position in supervision of secondary education (Odumodu, 2011). Schools have set goals and objectives to be achieved at a specific period of time. This requires concerted efforts from principals by providing direction and promoting teamwork spirit. Principals are expected to provide teachers with the needed management supports to effectively accomplish the school vision and mission. Saleem, et al., (2020) asserts that the main aim of principal is to establish a positive culture which nurtures exemplary teaching by efficiently articulating and implementing

exceedingly valued and explicit visualizations for everyday instructional techniques. Abbas, et al., (2020) posit that the efficacy a leader in an educational institution is esteemed by the proficiencies to contribute to the improvement of quality instruction and learning in this era of technological advancement.

Management is a fundamental concern for organization everywhere. The achievement of any association is directed by the administration practices used by its supervisors. Education management entails assembling every one of the activities for an institution to come up with structures that convey reliable results (KEMI, 2015). More than ever beforehand, principals are expected to be innovative administrators equipped with creative practices towards the improvement of teaching and learning processes that are aimed at enhancing students' performance in examinations (Oluchemi, 2012 &Orodho, 2014). The nature of the administration has an incredible bearing on the accomplishment of a school. This view is maintained by Harris and Chapman (2002) who declares that, in an institution like a school, learners and staff will quite often imitate the standards held by the principal since no school performs well without a fruitful and capable head. The principal is the image figure that the staff and learners mimic and model. Without doubt, the working existence of students and instructors are impacted by the organization and authority given by the principal. In a school the administration influences on the sufficiency of teachers and the performance of the students (OECD, 2001; Pont & Moorman, 2008).

Wakoli (2014), avers that numerous countries have achieved enormous changes in educational reforms through the leadership of school principal. In United Kingdom, school principalship has been the main policy focus for the last decade (Huber, Hunter & Beatriz, 2007). Kimmelman (2010) contends that in Bangladesh a managerial style of leadership that uses power and authority to coerce others to undertake tasks is practiced in several schools. Principal has a deliberate responsibility to help boost the worth of learning through supervision. He/she must possess managerial skills that will enable him to manage available resources and design strategies for academic supervision learning in a school. Principal should support collegial or peer supervision in which small teams of teachers assist each other grow professionally.

Finland schooling system has taken on a Programme for International Student Assessment (PISA). PISA is presently a worldwide test exceptionally respected across the globe because of the interest in global rankings (Jaatinen &Saarivirta, 2014). The researchers have found that Finland has been among the two high ranking nations in Europe in all PISA tests beginning around 2000, with Finland education performance being regarded as the best in Europe. Researchers believe that the great performance in Finnish education is credited to great administration in her schools. Statistics have proofed that 93% of Finns continue to secondary schools and 66 % join universities and tertiary institutions which is the highest rate in the European Union (Pekkarinen, Uusitalo& Kerr, 2009). In Malaysia, Hoque, et al. (2020) conducted a study on the connection among management and educators' performance and attitude in high schools. The study demonstrated that direct oversight is emphatically and essentially connected with instructors' performance and perception.

In Nigeria educational objectives of secondary education is to provide learners with basic certificate to enable them enroll for university education notwithstanding their orientation, societal position, or ethnic foundation. It also offers differentiated educational plan to cater for the distinctions in gifts, demeanor and future jobs. Moreover, educational objectives aim at preparing labour in the applied sciences, innovation, business and specialists in different fields (Federal Republic of Nigeria, 2013). According to Adeyemi (2012) and Oluchemi (2012), supervision of the curriculum is the main responsibility of a school principal. Principal play a critical role in curriculum planning, classroom management, preparation of instructional programs and co-curricular activities in any educational system. He/she ensures that the curriculum is managed effectively through appropriate delegation to other teachers (Odhiambo, 2012). Curriculum supervision entails ensuring syllabus coverage through regular class attendance and adequate preparation of professional documents by teachers. This is accomplished through monitoring, evaluation and effective communication.

In Kenya, students' academic performance in secondary schools is reliant on principal's administrative practices (Musungu &Nasongo, 2008). The principal's job is to advance scholarly performance. Wakoli (2014) posits that the performance of a school is appraised against the leader. The principal's management practices include and not limited to; communication strategies, curriculum supervision, arrangement of instructional activities, teacher motivation and facility management. Nyamongo, et al. (2014) did a study in schools in Nyamira County and discovered that oversight of teachers by principals which incorporated checking of learners' discipline, lesson note, student notes, timekeeping, classroom management and discipline led to improved students' performance. The above was supported by Musungu and Nasongo (2008) in their research at Vihiga County that educators' supervision enhances students' performance.

The notion of supervision is divided into two portions, explicitly traditional and scientific. It is necessary to use the principles of supervision in order to heighten its application in accordance with the prevailing concept. The principles of supervision implementation are practical, methodical, impartial, truthful, pre-emptive, productive, accommodating, affiliation, autonomous, lively, compassionate, maintainable, cohesive and all-inclusive (Amelia et al., 2022). Supervision assists in creating a conducive teaching and learning environments (Shulhan, 2012). Supervision is characterized by research, evaluation, making improvements, providing assistance and cooperation. Unlike previously where supervision was used as inspection, to track down mistakes in learning, today, it has become a necessity in education. According to Wasiman and Sumani (2019); Nurmawati (2020); Rifai (2021) educational supervision has a positive effect on teacher performance in learning. Academic Supervision has a noteworthy and constructive influence on the quality of instruction in schools (Lian et al., 2020). Educational supervision is coaching or guiding educators to improve on quality of teaching and learning processes (Amelia, et al., 2022). Moreover, supervision raise the morale of teacher and control quality which enhances teacher professionalism. Academic supervision advances the performance of vocational school teachers (Wahidah, 2020). Academic supervision enhances teacher professionalism (Messi et al., 2018). Academic supervision also influences teacher effectiveness and teacher achievement motivation (Wardiah &Kristiawan, 2018).

Supportive leadership is a style that pay attention to the emotional well-being of team members, in additional to guiding them towards achieving their professional goals. Lin & Ling (2021), contend that supportive leadership offers full support for staff's work, rewards and emotional consideration. The use of this model by the school principal motivates teachers to work independently, communicate openly and complete their tasks on time. Principal engages with teachers until the successful completion of the task, rather than just delegating and expecting the results. This leadership tactic emphases on the principal capacity to establishing firm relationships with teachers and providing support to assist them excel in their responsibilities. Yelamanchili (2019) argue that the support of leaders is not only restricted to social and emotional rewards to followers, but also in the informational and instrumental form. Therefore, principal is expected to show his support by creating a cohesive team of teachers. Cohesion can be achieved through the involvement of teachers in decision making, resolving conflicts and maintaining a conducive working environment. Stein, et al. (2020) confirms that leaders who use supportive leadership take note of the problems experienced by their adherents. They express their understanding and concern for these problems and offer appropriate solution. Using supportive leadership, the principal actively engages with teachers throughout the process, offering guidance, encouragement and resources to guarantee the effectual accomplishment of tasks (Northouse, 2021). Besides, the principal takes on the role of a mentor or coach rather than exclusively being taskmasters.He/she is sociable, empathetic and invests in teachers' professional development. Hence, teachers are likely to be loyal and committed to their work with the feelings of being esteemed and supported throughout their entire teaching life.

Effectiveness of teachers is the possession of a combination of traits, skills and manners that enable educators to assist learners at all levels to attain their learning goals (Hunt,2009). Learning outcomes may include short term objectives and long-term goals that enables acquisition of 21st skills; communication, collaboration, creativity

and critical thinking. Furthermore, effective teachers need to have; clear instructional goals, good mastery of content, effectual teaching methods, ability to communicate effectively and is knowledgeable on students' entry behaviour (Ko, et al., 2013). Aina (2013) posit that one can be described as an effective teacher if he/she constantly attains aims that are students centered. According to Dunkin (2007) teacher effectiveness could also be described as the degree to which a teacher has the anticipated influence on learners. Thus, teachers are required to be facilitators whose role is to motivate learners, carry out needs assessments, meaningful interactions and evaluation. Teachers' effectiveness could also be discussed in relation to how they pay attention to students' performance as well as acceptable discipline standards. According to Ko, et al., (2013) good teaching is the groundwork of effective teaching, although other factors also count like assessing students to determine theirnecessities for learning, ability to use questions to engross and challenge students.

Academic supervision stands out as a creditable initiative designed to aid and reinforce teachers in execution of their tasks within the school setting. Besides, numerous challenges and deterrents faced by teachers are solved through the implementation of academic supervision activities. The principal's responsibilities include management of both human and material resources including maintaining an enabling environment and positive atmosphere in the school in order to achieve educational goals. However, cases of learners' indiscipline, poor performances, truancy, low quality of teaching and learning are normal occurrences in secondary schools in Kieni West Sub-County, Nyeri. This necessitated the researcher to conduct the study.

II.   Objectives of the study
The study was guided by the following objectives which were to;
  i.   Examine the principal's academic supervision on teachers' effectiveness
  ii.   Determine the effect of supportive leadership on teachers' effectiveness.

III.   Methodology
The study used a descriptive research design. Target population consisted of 262 secondary schools with 262 principals and 262 teachers (dean of studies) in Kieni West Sub-County, Nyeri County. Simple random sampling was used to sample schools and principals while purposive sampling was used to select teachers. The sample size was determined by 30% of target population as advocated by Mugenda and Mugenda (2010) hence 79 schools and 79 principals. The 262 teachers who were deans of studies were purposively sampled. Data was collected using questionnaires. Piloting of instrument was done in the neighbouring sub-county. Validity of the instrument was ascertained by expert opinion of supervisors, while reliability was computed by Cronbach's alpha which yielded a coefficient of 0.78. Data was anlysed using descriptive statistics and presented using frequencies, percentages and narrations.

IV.   Result and Discussion
Results and discussion were underpinned on studies objectives. On the first objective,262 teacher who were dean of studies were required to give their responses concerning the principal's academic supervision on teachers' effectiveness. The following were the outcomes.

Principal'sAcademic supervision and teachers' effectiveness

Academic supervision	Never		Sometimes		Regularly	
	f	**%**	**f**	**%**	**f**	**%**
Principal involves teachers in planning for academic activities.	29	*11*	97	*37*	136	*52*
Students' unique needs are identified and provided for.	55	*21*	118	*45*	89	*34*
Teachers are evaluated on commitment to planning for teaching.	42	*16*	136	*52*	84	*32*

	f	%	f	%	f	%
Teachers are assessed on punctuality to class.	26	*10*	115	*44*	121	*46*
Teachers are guided on appropriate testing and record keeping.	39	*15*	123	*46.9*	100	*38.1*
Principal offers teachers personalized coaching onstudent discipline management	89	*33.9*	94	*36*	79	*30.1*
There are impromptu checks on syllabus coverage.	53	*20.4*	110	*41.6*	94	*36*
Teachers' appraisal on performance are conducted on annual basis.	84	*32.1*	104	*39.7*	74	*28.2*
Principal inspires cordial working relationship among teachers.	47	*18*	100	*38*	115	*44*
Principal encourage open communication and feedback.	31	*12*	134	*51*	97	*37*
Principal create a supportive and collaborative learning atmosphere.	39	*15*	105	*40*	118	*45*
Principal allocate adequate teaching and learning resources.	86	*33*	102	*39*	73	*28*
Average		**20%**		**42.5%**		**37.5%**

Findings from teachers (dean of studies) indicated that academic supervision was 'sometimes' at 42.5%, 'regularly' at 37.5% and 'never' at 20%. A significant number of teachers at 20% indicated that academic supervision was never done while at 42.5% was sometimes supervised. This had an implication that principals did not effectively undertake their oversight role by regularly motoring the teaching activities. Hence, teachers in those schools could be ineffective in discharging their duties and that could lead to low students' performance. Supervision of teachers is the key obligation of principals, who must ensure that lessons are planned in advance, variety of learner centered methods of instruction are employed, cordial relationship is maintained among educators, learners are well disciplined and syllabus is covered on time, just to mention a few. Amelia, et al., (2022) support that academic supervision is tutoring or controlling mentors to improve on eminence of instruction and learning progressions. Besides, supervision elevates the self-confidence of teacher and regulates quality which boosts tutors' professionalism.

Application of supportive leadership styles on teachers' effectiveness
On the second objective of the study, 79 principals were required to indicate the application of supportive leadership styles in their effort to promote teachers' effectiveness. Results were as follows;

Application of supportive leadership	**Not at all**		**Occasionally**		**Frequently**	
	f	**%**	**f**	**%**	**f**	**%**
I create positive relationships, build trust and open communication among teachers.	16	*20.3*	34	*43*	29	*36.7*
I address every concern and need of every teacher using empathy and by providing emotional support.	28	*35.4*	30	*38*	21	*26.6*
I actively listen to every teacher's idea, opinions, inputs and contributions.	22	*28*	37	*47*	20	*25*
I promote team work among teachers by encouraging collaboration.	12	*15.2*	31	*39.2*	36	*45.6*
I appreciate and recognize efforts and achievements of every teacher.	13	*16.5*	39	*49.3*	27	*34.2*
I delegate and empower teachers by providing opportunities for further training and development.	17	*21.5*	35	*44.3*	27	*34.2*
All cultures and religion affiliations of teachers are	19	*24.1*	32	*40.5*	28	*35.4*

esteemed and respected.					
I encourage innovations and creativity among teachers.	10	*12.6*	47	*59.4*	22	*28*
I am flexible in the approach to unique needs of teachers and I respond appropriately.	20	*25.3*	29	*36.7*	30	*38*
Average		*22.1%*		*44.2%*		*33.7%*

Results indicated that supportive leadership style was applied occasionally at 44.2%, frequently at 33.7%, and not at all at 22.1%. A significant number of principals did not frequently apply supportive leadership. This implied that the importance of this style in teacher motivation and creating cohesiveness among staff could not be adequately realized. Moreover, supportive leadership improve teachers' retention and eventually, enhances student outcomes. Therefore, principals ought to maximize on the use of supportive leadership which would make teachers more effective in the teaching and learning processes. Atsebeha (2016) support that leadership styles adopted by school principals influence teachers' performance. Lin and Ling (2021) aver that steady administration offers full help for staff's work, rewards and close to home thought. The utilization of this model by the school chief persuades instructors to work autonomously, impart transparently and complete their undertakings on time. Principal draws in with educators until the effective fulfillment of the undertaking, as opposed to simply designating and anticipating the outcomes.

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