

Institutional Challenges Affecting Principals' Instructional Supervision in Public Secondary Schools in Nairobi and Kajiado Counties, Kenya

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Abstract: *Instructional supervision enables school principals to monitor teaching, provide professional support, and improve classroom practice. However, institutional conditions may constrain effective supervision. This study examined institutional challenges affecting principals' instructional supervision in public secondary schools in Nairobi and Kajiado Counties, Kenya. Guided by Developmental Supervision Theory, the study used a descriptive survey design incorporating quantitative and qualitative approaches. Data were obtained from 34 principals, 134 Heads of Departments, and 245 teachers through questionnaires and interviews. Among principals, insufficient funds for training was the most frequently reported challenge, followed by heavy workload, understaffing, overloaded curriculum, inadequate time, and overworked teachers. HoDs mainly identified overloaded curriculum and overworked teachers, while teachers emphasised lack of commitment and cooperation and poor working conditions. The findings indicate that financial, staffing, workload, curriculum, and relational constraints jointly limit regular and sustainable instructional supervision. The study concludes that effective instructional supervision requires adequate staffing, professional-development resources, manageable workloads, and supportive working conditions.*

Keywords: Instructional supervision, institutional challenges, public secondary schools, workload, understaffing

1. Introduction

The quality of teaching and learning in schools is influenced not only by teachers' professional competence but also by the organisational conditions within which teaching takes place. Teachers require adequate time, instructional resources, professional support and conducive working environments to effectively perform their responsibilities (Kilag et al. (2023). School leadership therefore plays an important role in establishing institutional conditions that support teaching and learning.

Instructional supervision represents one of the principal responsibilities through which school leaders monitor and support teaching. Traditionally, supervision was associated largely with inspection, monitoring and assessment of teachers. Contemporary approaches increasingly view instructional supervision as a developmental process through which teachers receive professional assistance, constructive feedback and opportunities to improve their instructional practices. In Development Supervision Theory, Glickman & Gordon (1987) conceptualise developmental supervision as a process through which supervisors provide appropriate forms of assistance according to teachers' professional needs.

Although principals have an important role in instructional supervision, they do not perform this responsibility in isolation. They operate within institutional environments characterised by administrative responsibilities, staffing structures, financial resources, curriculum requirements and relationships with teachers (Plaku, & Leka, 2025). These conditions can either facilitate or constrain the extent to which principals are able to provide sustained instructional supervision.

One important institutional factor is the workload of school principals. Principals are expected to perform numerous administrative and managerial responsibilities in addition to their instructional leadership functions (Kilag, & Sasan, 2023). These include financial management, staff

administration, student discipline, infrastructure management, stakeholder engagement and implementation of education policies. Excessive administrative responsibilities can consequently reduce the time available for classroom observations, professional discussions and teacher support.

Staffing is another important consideration. Teacher shortages can increase the workload of existing teachers and reduce opportunities for professional interaction between principals and teachers (Castro, 2023). Understaffing may require principals to prioritise immediate operational and curriculum requirements over instructional supervision. Similarly, overworked teachers may have limited capacity to participate meaningfully in supervisory and professional-development activities.

Financial resources also influence instructional supervision. Effective supervision requires resources for professional development, training, workshops, teaching materials and other instructional activities (Sugiar et al., 2024). Where schools have inadequate financial resources, principals may be unable to provide sufficient opportunities for teacher professional development.

Curriculum demands constitute another institutional challenge. An overloaded curriculum can increase pressure on teachers and principals and reduce opportunities for classroom observation, professional reflection and collaborative instructional improvement (Chen et al. 2023). Principals may consequently concentrate on curriculum coverage rather than on the developmental aspects of supervision.

The relationship of principals with teachers is also important. Supervision is more likely to be developmental, when the teachers perceive it as supportive and productive. However, when teachers associate supervision with inspection and fault-finding, they may resist supervisory activity. Kuviyo et al. (2022) note that instructional supervision in Kenya

experiences challenges in terms of supervisory practices, resources and teacher perceptions.

The Kenyan context is a crucial place to look at these institutional problems. Principals in public secondary schools are expected to engage in instructional supervision while also assuming a variety of administrative and educational responsibilities. Previous research, including that by Kinyua (2025) and Otieno et al. (2025) have identified workload, inadequate resources, staffing challenges and other institutional factors as barriers to effective instructional supervision.

The study by Atieno (2019), which this article is developed from, was carried out in Nairobi and Kajiado counties. Nairobi is mainly urban and Kajiado is rural and semi-arid and has a rapidly developing population. The two counties provide the context in which to look at the institutional conditions of instructional supervision. The study investigated the effectiveness of principals' instructional supervision in promoting teacher professional development in public secondary education in Nairobi and Kajiado counties. This article focuses on the institutional issues that were raised in the study.

2. Literature Review

2.1 Developmental Supervision Theory

The study was guided by Developmental Supervision Theory developed by Glickman and elaborated by Glickman & Gordon (1987). The theory conceptualises instructional supervision as a developmental process rather than merely an administrative or evaluative activity. The theory recognises that teachers differ in professional competence, experience and commitment. Supervisors must respond to the professional needs of teachers, and should be supportive in those areas. The supervisor should help teachers identify instructional challenges, reflect on their practice, and develop methods of improvement.

The theory is relevant to institutional problems because developmental supervision requires an enabling organisational environment. The principal needs the time, resources, personnel, and professional support to serve teachers in the long run. If institutional conditions are not supportive of this, developmental supervision may be weakened.

Developmental Supervision Theory therefore provides a useful framework for understanding how workload, staffing, financial resources, curriculum demands, and teacher relationships impact principals' ability to provide effective instructional supervision.

2.2 Principals' Workload and Instructional Supervision

Principals are responsible for administrative and instructional leadership roles. Chineze, & Okeke (2025) found that the workload and administrative duties of principals in Nigerian secondary schools had an impact on instructional supervision practice. Excessive administrative and managerial duties will reduce classroom observation, teacher feedback and

professional conversations. LeBlanc, & Davis (2022) also highlight that instructional supervision needs systematic planning, observation, interaction and follow-up. These activities require dedicated time and cannot be done well if school leaders are occupied with a number of administrative duties. The literature therefore indicates that principals' workload and availability of time are directly relevant to instructional supervision. Heavy workload may reduce the frequency of supervisory activities, while inadequate time may limit principals' ability to observe lessons, provide feedback and follow up on teachers' instructional needs. These factors provide a basis for examining heavy workload and inadequate time as institutional challenges affecting instructional supervision.

2.3 Staffing, Teacher Workload and Instructional Supervision

Adequate staffing is important for maintaining manageable teaching responsibilities and supporting effective instructional supervision. Teacher shortages increase the teaching responsibilities of available teachers and can create additional administrative and management pressures for principals. Chineze, & Okeke (2025) identify workload and organisational conditions as factors affecting principals' ability to undertake instructional supervision. Cansoy et al. (2025) similarly highlights institutional and organisational conditions as important considerations in instructional supervision in Kenyan schools. Understaffing, as an institutional condition, can therefore affect instructional supervision through two related mechanisms. First, insufficient staffing increases the workload of available teachers and school leaders. Second, increased teacher workload may reduce teachers' ability to participate in professional development, reflective practice and supervisory activities. The literature therefore provides support for examining both understaffing and overworked teachers as institutional challenges.

2.4 Financial Resources and Professional Development

Financial resources are important for supporting teacher training, professional development and the provision of instructional resources. Kawinzi (2024) found that inadequate resources constrained principals' instructional supervision in public secondary schools in Machakos County. Fairman et al. (2023) further argue that effective professional development requires adequate resources, opportunities for collaboration, coaching and sustained engagement. Financial limitations can therefore reduce opportunities for teachers and principals to participate in training, workshops and other professional-development activities. These findings suggest that insufficient financial resources, particularly funds allocated to training, may constrain instructional supervision by limiting opportunities for professional learning and the provision of support required for instructional improvement. Financial resources are therefore considered an important institutional condition in the present study.

2.5 Curriculum Demands and Instructional Supervision

Curriculum implementation creates demands for both teachers and school leaders. Principals are expected to ensure

curriculum coverage while maintaining instructional quality. Ralebese et al. (2025) found that instructional supervision is closely connected with teachers' implementation of curriculum requirements. Where curriculum requirements are perceived as excessive, teachers may devote greater attention to completing prescribed content, leaving less time for reflection, professional development and other supervisory activities. Principals may similarly concentrate on monitoring syllabus coverage rather than undertaking developmental classroom supervision. Curriculum demands may therefore create competing priorities for principals and teachers. The literature supports examining an overloaded curriculum as an institutional challenge because excessive curriculum demands may constrain the time and attention available for effective instructional supervision.

2.6 Teacher Cooperation and Professional Relationships

Instructional supervision depends on constructive professional relationships between principals and teachers. Developmental supervision requires trust, communication and cooperation because teachers are expected to participate actively in reflection, professional dialogue and improvement activities. LeBlanc and Davis (2022) argue that effective supervision involves professional interaction rather than simply evaluation. Cansoy et al. (2025) similarly observes that teachers' perceptions of supervision influence the effectiveness of supervisory practices. Where teachers perceive supervision as supportive and developmental, they are more likely to participate openly in supervisory processes. Conversely, perceptions of supervision as punitive or fault-finding may reduce cooperation. Teacher commitment and cooperation are therefore relevant institutional conditions affecting the implementation of instructional supervision. Lack of cooperation may make it difficult for principals to conduct observations, discuss instructional challenges and implement supervisory recommendations. This provides a basis for examining teacher commitment and cooperation as an institutional challenge.

2.7 Working Conditions and Instructional Supervision

The physical and organisational conditions in which teachers work can influence the effectiveness of instructional supervision. Cansoy et al. (2025) identifies institutional and organisational conditions as important considerations in instructional supervision, while Kawinizi (2024) highlights inadequate institutional resources and unfavourable school conditions as constraints on effective supervision. Poor working conditions may affect teachers' motivation, professional engagement and ability to participate effectively in instructional improvement activities. Where teachers operate in unfavourable conditions, principals may also face difficulties in sustaining professional development and supervisory activities. The literature therefore suggests that working conditions form part of the institutional environment within which instructional supervision takes place. Examining deplorable working conditions is consequently important for determining whether the organisational environment supports or constrains effective instructional supervision.

3. Problem Statement

Instructional supervision is intended to support effective teaching by enabling principals to monitor classroom instruction, provide professional guidance and feedback, and assist teachers to improve their instructional practices. However, effective instructional supervision in public secondary schools is constrained by institutional challenges that limit principals' ability to consistently and adequately undertake their supervisory responsibilities.

These challenges arise from conditions within schools, including inadequate staffing, heavy workloads, competing administrative and managerial responsibilities, limited financial resources and increasing curriculum demands. As a result, principals may have insufficient time, personnel and resources to conduct regular classroom observation, provide timely feedback and offer sustained professional support to teachers.

The magnitude of the problem is reflected in the fact that these institutional conditions affect the entire instructional supervision process within public secondary schools. The problem directly affects principals and Heads of Departments who are responsible for supervising instruction and teachers who require continuous professional guidance and feedback. Ultimately, a large number of learners may also be affected because the quality of their learning depends on the quality of classroom instruction and teachers' continuous professional improvement.

If institutional challenges affecting instructional supervision are not adequately addressed, principals may continue to experience difficulties in providing effective developmental support to teachers. Consequently, instructional supervision may remain irregular or concentrate mainly on administrative compliance, limiting teachers' professional improvement and potentially undermining the quality of teaching and learning.

Despite the importance of understanding these challenges, the precise nature and extent of the institutional challenges affecting principals' instructional supervision, as experienced by principals, Heads of Departments and teachers within the same public secondary school context, remain insufficiently understood. This study therefore seeks to examine the institutional challenges affecting principals' instructional supervision in public secondary schools in Nairobi and Kajiado Counties, Kenya.

4. Methodology

4.1 Research Design

The study used a descriptive survey design incorporating both quantitative and qualitative approaches. The design enabled the study to obtain quantitative responses from principals, Heads of Departments (HoDs) and teachers and qualitative explanations from principals regarding institutional issues affecting instructional supervision.

4.2 Study Area

The study was conducted in public secondary schools in Nairobi and Kajiado Counties, Kenya. Nairobi provided an urban educational setting, while Kajiado provided a contrasting rural and semi-arid environment.

4.3 Participants

The target population comprised principals, HoDs and teachers in public secondary schools in Nairobi and Kajiado Counties. The sample for the original study was determined in accordance with the study's sampling procedures. The findings presented in this article are based on responses from 34 principals, 134 HoDs and 245 teachers.

Schools were selected through stratified random sampling, while HoDs and teachers were selected using simple random sampling. Principals from the selected schools participated in the study because of their responsibility for instructional supervision.

4.4 Data Collection

Data was collected using questionnaires and interviews. Questionnaires were administered to principals, HoDs and teachers to obtain quantitative information on institutional issues affecting instructional supervision. Interviews were conducted with principals to obtain qualitative information and provide further explanations of the institutional conditions influencing instructional supervision.

The questionnaires and interview schedule were developed in relation to the objectives of the study and were reviewed before data collection to ensure their relevance and clarity. The procedures used in the original study to establish the validity and reliability of the questionnaires were applied before the main data collection. For the qualitative data, detailed responses from principals were used to provide contextual explanations of the quantitative findings.

4.5 Data Analysis

Quantitative data were analysed using frequencies and percentages and presented in tables. Qualitative data were analysed thematically. Interview responses were reviewed and organised according to recurring ideas and patterns relating to institutional issues affecting instructional supervision. Related responses were grouped into themes, which were then used to explain and contextualise the quantitative findings. Therefore, the qualitative and quantitative findings were integrated during interpretation to provide a more comprehensive understanding of the institutional challenges affecting instructional supervision.

4.6 Ethical Considerations

The study adhered to ethical considerations. Relevant approval and permission to conduct the study were obtained from NACOSTI and Kenyatta University Graduate School. Participants were informed about the purpose of the study, and their participation was voluntary. Informed consent was obtained before participation, and respondents' information

was handled confidentially and used solely for research purposes.

5. Results

5.1 Institutional Challenges Identified by Principals

The results revealed several institutional challenges for principals in their instructional supervision. The most notable problem was insufficient funding for training, identified by 25 (73.5%) of principals. This is consistent with Arif et al. (2023), who reported that insufficient resources limited instructional supervision among principals in Pakistan.. It also corresponds with Fairman et al. (2023), who emphasise that effective professional development requires adequate resources and sustained opportunities for learning. The finding suggests that financial constraints can affect supervision indirectly by limiting opportunities for principals and teachers to participate in training, workshops and other professional-development activities.

Heavy workload was the second major challenge, identified by 24 (70.6%) of principals. This finding directly supports Chineze, & Okeke (2025), who established that principals' workload and administrative responsibilities affected instructional supervision in Kenyan secondary schools. The result indicates that principals may recognise the importance of supervision but lack sufficient time to perform it consistently. As LeBlanc, & Davis (2022) indicates, effective supervision requires observation, feedback and follow-up, all of which require dedicated time.

Understaffing and overloaded curriculum were each identified by 23 (67.6%) of principals. The staffing finding is consistent with Chineze, & Okeke (2025), whose study associated staffing and workload conditions with instructional-supervision practices.

The curriculum finding is also supported by Ralebese et al. (2025), who demonstrate the close relationship between instructional supervision and curriculum implementation. When curriculum demands become excessive, principals and teachers may prioritise syllabus completion over reflective and developmental supervisory activities.

Inadequate time and overworked teachers were each identified by 19 (55.9%) of principals. These findings reinforce the relationship between staffing, workload and supervision. A shortage of teachers increases the workload of available staff, while increased workload reduces the time available for professional interaction.

The findings therefore reveal an interconnected institutional challenge: understaffing increases workload; workload reduces available time; and reduced time constrains instructional supervision.

5.2 Institutional Challenges Identified by HoDs

Among HoDs, overloaded curriculum was the most prominent challenge, identified by 96 (71.6%). This finding is consistent with Ralebese et al. (2025), who found that curriculum implementation is an important dimension of

principals' instructional supervision in public secondary schools. LeBlanc, & Davis (2022) also emphasises that instructional supervision should support teachers in addressing curriculum and instructional requirements. The high proportion suggests that curriculum demands are strongly experienced at departmental level, where HoDs coordinate teaching, monitor syllabus coverage and address instructional challenges.

Overworked teachers were identified by 88 (65.7%) of HoDs. This finding agrees with Chineze & Okeke (2025), who found that workload and administrative responsibilities affect instructional supervision. Cansoy et al. (2025) similarly noted organisational conditions as factors influencing the effectiveness of instructional supervision in Kenyan schools. Excessive teacher workload may therefore limit participation in professional development and supervisory activities.

Insufficient funds for training were identified by 63 (47.0%), while understaffing was identified by 60 (44.8%). The finding on financial constraints is supported by Arif et al. (2023), who reported that inadequate resources constrain instructional supervision and professional development in public secondary schools. The staffing finding is also consistent with Chineze, & Okeke (2025), who associate staffing and workload conditions with principals' ability to undertake instructional supervision.

The HoD findings indicate that curriculum demands, teacher workload, financial constraints and staffing shortages create institutional barriers to instructional supervision. The lower percentages for some challenges compared with principals may reflect differences in responsibility, as principals have greater responsibility for overall school administration, staffing and financial management.

5.3 Institutional Challenges Identified by Teachers

Teachers identified lack of commitment and cooperation among teachers as the most prominent challenge, with 136 (55.5%) identifying it as a challenge. This finding is consistent with LeBlanc, & Davis (2022), who emphasise that effective instructional supervision requires cooperation, communication and positive professional relationships between teachers and supervisors. Cansoy et al. (2025) similarly found that institutional and professional conditions influence the implementation of instructional supervision.

Deplorable working conditions were identified by 131 (53.5%) of teachers. This finding supports Arif et al. (2023), who identified inadequate institutional resources and unfavourable school conditions as challenges to effective instructional supervision. The higher proportion reported by teachers compared with principals (11.8%) suggests that teachers may experience working conditions more directly in their daily professional activities.

Overworked teachers were identified by 116 (47.3%), while understaffing was identified by 113 (46.1%). These findings are consistent with Chineze, and Okeke (2025) and Arif et al. (2023), who identified workload and resources including staffing constraints as barriers to effective instructional supervision. Teacher shortages can increase workloads and

reduce the time available for professional development and supervisory activities.

Insufficient funds for training were identified by 106 (43.3%) of teachers. This finding supports Kawinzi (2024), who found that inadequate financial resources constrained professional development and instructional supervision.

Finally, 97 (39.6%) of teachers identified an overloaded curriculum as a challenge. This finding is consistent with Arif et al. (2023), who linked instructional supervision to challenges including staffing resources as constraint associated with curriculum implementation. Excessive curriculum demands may reduce the time available for professional reflection, classroom observation and other supervisory activities.

The findings indicate that teachers experience instructional-supervision challenges arising from professional relationships, working conditions, workload, staffing, financial resources and curriculum demands. These findings reinforce the view that effective instructional supervision requires supportive institutional conditions, as proposed by Developmental Supervision Theory by Glickman & Gordon (1987)

5.4 Comparison of Institutional Challenges

Table 1: Major Institutional Challenges Identified by Respondent Groups

Institutional challenge	Principals (%)	HoDs (%)	Teachers (%)
Insufficient funds for training	73.5	47	43.3
Heavy workload	70.6	31.3	30.2
Understaffing	67.6	44.8	46.1
Overloaded curriculum	67.6	71.6	39.6
Inadequate time	55.9	—	—
Overworked teachers	55.9	65.7	47.3
Teacher cooperation/commitment	—	—	55.5
Deplorable working conditions	11.8	—	53.5

The findings demonstrate both convergence and divergence among respondent groups.

There was considerable agreement concerning understaffing, teacher workload and curriculum demands. This supports Chineze, & Okeke (2023), who identified workload and administrative conditions as important constraints on instructional supervision.

However, principals placed greater emphasis on financial constraints and their own workload, whereas teachers placed greater emphasis on working conditions and teacher cooperation. This difference suggests that institutional challenges are experienced differently according to organisational position.

The biggest difference is on principals' workload, with 70.6% of principals identifying heavy workload as a challenge, compared to 31.3% of HoDs and 30.2% of teachers. This finding aligns with Chineze & Okeke (2023) whose result indicated that principals' administrative and managerial responsibilities can limit instructional supervision. The

difference may also be due to the delegation of administrative duties to HoDs, making principals' workload less visible to other respondents.

At the same time, there was a significant difference in working conditions. Only 11.8% of principals reported deplorable working conditions as a problem, while 53.5% of teachers did. This finding is consistent with Kawinzi (2024) who found that institutional conditions and resources play a critical role in instructional supervision. Teachers experience workplace conditions more directly as a result of daily classroom activity, with the principals experiencing these conditions differently because of their managerial position.

These findings support the developmental supervision theory of Glickman & Gordon (1987) that supervision must be responsive to the professional context of teachers. Institutional challenges cannot be adequately understood from principals' perspective alone.

5.5 Qualitative Findings

Qualitative results supported the quantitative ones. Principals stated that teacher shortages were associated with increasing teaching loads and the fact that teachers were not available for additional lessons and responsibilities. This made it difficult to add more supervisory demands.

Principals also noted that some teachers associated supervision with evaluation and performance judgement. Therefore, communication and sensitisation were required to encourage teachers to perceive supervision as professional support rather than fault-finding. Financial barriers also had an effect on professional development and training. These qualitative findings corroborate Arif et al. (2023) and Fairman et al. (2023), who focus on the need for resources to promote professional learning.

The qualitative findings show that institutional problems are interrelated and not isolated. Staffing shortages increase workload; workload reduces available time; financial constraints limit professional development; and teacher perceptions affect cooperation with supervision..

6. Discussion

The results show that principals' instructional supervision is influenced by financial, human resource, workload, curriculum and relational factors. The principal's most significant challenge was lack of training funds, followed by heavy workload, understaffing and an overloaded curriculum. This is consistent with Arif et al. (2023) and Chineze, & Okeke (2025) who also identify resources and workload as key barriers to instructional supervision. The findings on workload are particularly important. Instructional supervision is a continuous process of watching, giving feedback and following up. When principals are overwhelmed with administrative work, supervision can be intermittent and largely compliance-oriented. Likewise, understaffing and teacher workload create a chain of institutional constraints. Staffing shortages increase the teaching burden, and excessive workload reduces teachers' opportunities to participate in professional learning. This finding is in line with that by Chineze, & Okeke (2025).

The curriculum finding is also relevant. Both principals and HoDs mentioned an overloaded curriculum as a major problem. Overly demanding curriculum can cause principals and teachers to be more concerned with coverage rather than deeper pedagogical improvement. The respondents' responses are also different. Principals highlighted financial and administrative constraints, whereas teachers emphasised working conditions and cooperation. This suggests that institutional challenges are positional and may be experienced differently by different actors. The findings therefore support the core argument of Developmental Supervision Theory that effective supervision requires that principals and teachers be able to participate in professional learning. However, it should be noted that training principals alone might not be sufficient for schools with inadequate staffing, limited resources, and excessive workloads.

7. Conclusion

The study concludes that principals' instructional supervision in public secondary schools is constrained by interconnected institutional factors. Principals particularly identified insufficient training funds, heavy workload, understaffing, overloaded curriculum, inadequate time, and teacher workload. HoDs emphasised curriculum demands and teacher workload, while teachers highlighted cooperation and working conditions. These differences show that institutional challenges are experienced differently across organisational roles. Effective instructional supervision therefore requires adequate staffing and resources, manageable workloads and curriculum demands, sufficient supervisory time, and supportive professional relationships that enable sustained teacher development.

8. Recommendations

The Ministry of Education and the Teachers Service Commission should strengthen teacher staffing levels in public secondary schools to reduce excessive workloads and create conditions conducive to instructional supervision.

Schools should provide adequate financial resources for professional development, including training, workshops, seminars and other instructional-supervision activities.

Principals should strengthen delegation of administrative responsibilities to HoDs and other members of school management to create more time for direct instructional supervision.

School management should develop mechanisms for managing teacher workload so that teachers have sufficient time to participate in professional-development and supervisory activities.

Education stakeholders should review curriculum demands and implementation expectations to ensure that curriculum requirements are achievable within available instructional time and staffing levels.

Principals should promote supportive teacher-supervisor relationships in which instructional supervision is perceived as professional support rather than fault-finding.

Schools should strengthen teacher participation in identifying institutional challenges so that interventions respond to the experiences of principals, HoDs and teachers.

9. Future Scope

Future research should examine:

- Institutional Challenges and Instructional Supervision in Other Counties in Kenya
- Principals' Workload and Instructional Supervision in Public Secondary Schools in Kenya
- Teacher Staffing Levels and Principals' Instructional Supervision in Kenyan Public Secondary Schools
- Institutional Financial Support and Instructional Supervision in Public Secondary Schools
- Curriculum Workload and Instructional Supervision in Kenyan Secondary Schools
- Teacher Working Conditions and Instructional Supervision in Public Secondary Schools
- Institutional Support and Teacher Professional Development in Public Secondary Schools
- Comparative Analysis of Institutional Challenges Affecting Instructional Supervision in Public and Private Secondary Schools

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