PRINCIPALS' MANAGEMENT OF INSTRUCTIONAL SUPERVISION AS A DETERMINANT OF STUDENTS' COMPLETION RATES IN PUBLIC TECHNICAL TRAINING INSTITUTIONS IN KIAMBU COUNTY, KENYA

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DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university for consideration. This research thesis has been complemented by referenced sources duly acknowledged. Where texts, data (spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this thesis to my parents, Peter Kaguara and Joyce Wanini, son, Alex Kariuki and daughters, Emmah Karima and Joan Wanini, for their support.

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TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURE

LIST OF ABBREVIATIONS AND ACRONYMS

KEMI	Kenya Education Management Institute
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KNBS	Kenya National Bureau of Statistics
NACOSTI	National Commission for Science, Technology and Innovation
NESSP	National Education Sector Strategic Plan
SPSS	Statistical Package for Social Sciences
UCAS	Universities and Colleges Admissions Service
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund

ABSTRACT

Principals in technical training institutions are crucial for meeting educational objectives. However, completion rates of students in Kiambu County are alarmingly low. To address this issue, an investigation was conducted to evaluate the influence of principals' management of instructional supervision on scholars' completion rates in publicly funded technical training institutes in Kiambu County, Kenya. The investigation aimed to evaluate the influence of principals' classroom observation, student graduation rates are influenced by competent documentation oversight, managing time, and extracurricular activity administration. The experiment employed a mixed methods approach, including a contemporaneous triangulation method of investigation. The target population included 30 administrators, 578 instructors, and 600 students in leadership positions, for a total sample size of 16 administrators, 60 instructors, and 224 student representatives. Data from student leaders were acquired using questionnaires, while from principals and tutors, data were gathered through interview guides. A document analysis guide was used by the researcher. Piloting was conducted among 30 respondents from public technical training institutions in Kiambu County to check the comprehensiveness of instruments. Validity was determined by involving experts in educational management from the university. Reliability was established through split-half technique. Reliability index, r = 0.725, was established using Cronbach Alpha Method, which indicated high consistency. Qualitative data were analyzed thematically in line with objectives and presented in narrative forms. Descriptive statistics were used to analyze quantitative data and Pearson's Product Moment Correlation and Multiple Linear Regression Analysis was used for inferential analysis using Statistical Packages for Social Sciences, and the results were presented in tables. The study discovered that students' exit rates in technical colleges have been high, resulting in varying student completion rates. This is due to how administrators manage educational oversight. However, many principals rarely take time to undertake classroom observation activities owing to their busy schedules. They rarely create time to supervise whether tutors have professional documents. They rarely ensure that tutors adhere to time-tabling requirements and inadequate time is allocated to different tasks. Numerous school administrators are seldom engaged in the organization of co-curricular activities (CCAs), yet they acknowledge the significance of such endeavors in fostering the comprehensive growth and development of students. The research suggests that administrators should allocate time to regularly observe tutors in their classrooms. Additionally, principals should consistently oversee tutors' preparation of professional documents. Both principals and teachers should ensure that allocated time schedules are effectively utilized for delivering high-quality instruction, rather than solely focusing on monitoring punctuality. In order to enhance the infrastructure for CCAs, it is recommended that the Ministry of Education allocate additional resources. In addition, the Ministry of Education ought to establish a policy requiring principals to get training in the instructional oversight for instructional personnel.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

The chapter outlines the background of the study, statement of the problem, objectives, purpose and research questions. It also outlines the assumptions, significance, delimitations and limitations as well as scope of the research. The theoretical and conceptual frameworks are highlighted in this chapter as well as the operational definitions of terminologies.

1.1 Background to the Study

Principals hold a crucial position in realizing the quality and objectives of learning in technical training institutes by guaranteeing learners register and finish their instruction. There is a suggestion that, for advanced competition rates among learners in technical training institutes to be achieved, the management of instructional supervision by principals cannot be ignored as an essential factor behind learners' academic success and organizational development Goddard and Leask (2012). Recognizing this point, Joseph and Jo (2014) claim that principals' management of instructional supervision entails a legitimate procedure for expert assistance which principals accord teachers to facilitate the acquisition of knowledge, competence, and self-accountability in one's professional practice. It intends to empower individuals to take ownership of their personal development and performance.

According to Ebele and Olofu (2018), Instructional supervision management involves guiding, mentoring, and supporting teachers to advance their instruction inside classroom and advance learner educational outcomes. By means of

personalized assistance and a targeted focus on enhancing teaching practices, instructional supervision management aims to optimize the effectiveness of classroom teaching. In line with these claims, Harris and Lambert (2013) state that educational oversight of technical training institutions by principals involves a comprehensive review and assessment to provide essential recommendations for improvement. This process incorporates a variety of techniques, methods, and strategies to enhance instruction, encourage educational leadership, and drive change within technical training institutions. The supervision of instruction is a crucial aspect of this process, leveraging diverse approaches to improve teaching practices and promote academic excellence.

According to Ebele and Olofu (2018), principals' administration of instructional supervision includes, but is not restricted to, assessing tutors' professional documentation, managing time, observing classrooms, and, most importantly, managing extracurricular pursuits in technical training institutes. Although the manner in which previously mentioned pedagogical management approaches effect completion rates for students have yet to be determined. The ratio of the sheer number of learners who graduate from technical training schools in a particular year to the entire number of students admitted is known as the completion rate for students. In the terminology used by Macgowen (2014), completion refers to how many learners in a cohort succeed in and graduate from technical training institutes, which is commonly assessed in between two and four years.

In Kuala Lumpur, Siti, Kung, and Haniz (2016) claim that technical training institutes with 75% or more graduates have elevated completion rates. Siti et al. (2016) argue that an outstanding student completion rate in education is critical in

modern society since education is one of the most effective weapons a state can utilize to promote long-term socioeconomic advancement. That is the situation in Germany, the United Kingdom and the Netherlands (UNESCO, 2013). Notwithstanding these assertions, student completion rates in these locations low, with many students quitting technical training institutes midway through. In Thailand, as a case in point, increasing student completion rates in technical training schools from 56.7% to 80% has been difficult (UNESCO, 2013). However, in order to improve student completion rates at technical training schools, principals must still address a number of aspects, including instructional supervision administration.

In accordance with Armstrong (2011), efficient instructional supervision administration by technical training institution administrators enables them to get the necessary skills to improve their understanding of numerous areas of instructional methods in the classroom that are critical for their leadership. In the words of Armstrong (2011), nations that guarantee that higher education institutions implement efficient administration of instructional supervision have their institutions achieve a progressive improvement in completion rates, as seen in Table 1.1.

Table 1.1: Global Students' Completion Rates in Technical Training Institutions from 2015 to 2018

Countries	Students' Completion Rates from 2015 to 2018			
	2015	2016	2017	2018
United States of America	60.2	64.9	74.3	87.4
Germany	57.1	69.2	77.3	84.3
China	62.3	65.4	70.1	78.4
Colombia	53.8	57.7	61.8	69.9
Brazil	50.1	54.0	59.8	67.8
Finland	67.6	70.4	71.9	79.3
Canada	58.5	60.4	66.4	75.9

Source: Universities and Colleges Admissions Service (UCAS) (2019)

With regard to Table 1.1, efficient administration of instructional supervision is critical to students' success in higher institutions and collegiate institutions. In a diversity of African republics in Sub-Saharan Africa, Moswela (2010) observes that completion rates are commonly employed as indicators of quality output and internal efficiency in tutoring with administrators' instructional supervision having been acknowledged as the strategy to efficacious completion rates among technical training institution students.

In Benin, Ogunu (2015) avows that the management of instructional supervision in recent times focuses on improving the training and learning environment for the advantage of instructors and students. This process involves identifying areas of strength and weakness among instructors, providing follow-up activities to enhance identified areas of weakness, and creating a supportive environment for employees based on positive human interactions. Ogunu (2015) highlights the crucial role of supervision in delivering superior instruction and ensuring perpetual

academic success. However, the current instructional supervision program in technical training institutions in Benin is deemed inadequate by Ogunu (2015), due to its centralized management and inflexible practices.

South Africa's KwaZulu Natal Province is where Mestry and Singh (2014) make this claim that there is a pronounced acknowledgment that one of the executive responsibilities of technical training institution administrators is to increase the advancement of students from admission to accomplishment. This agrees with the observations made by Sergiovanni and Starrat (2013) that administrators advance completion rates among students by forming environments favorable to curriculum management and employment.

Sergiovanni and Starrat (2013) state that in order to carry out this duty, optimal instructional supervision management methods must be adopted. This demonstrates the need for strict oversight at technical schools in order to achieve educational excellence. Sergiovanni and Starrat (2013) further observe that principals are entrusted with instructional monitoring, which is a key instrument for achieving goals in education at technical training institutes. These findings indicate that, for effective instructional supervision for improving students' completion rates, principals ought to have administrative experience and training in administration.

Chapman and Burchfield (2014) also note that principals' management of instructional supervision, such as knowledge, expertise, and mindset, can be used as resources for successful instructional supervision with the goal of re-orienting present approaches for increasing student completion rates in technical training institutions in Botswana. The Kenyan Education Ministry (2019) claims that the

National Education Sector Deliberate Strategy for 2018-2022 defines the important actions required to provide excellent education in technical schools, including trainer managerial assistance.

According to MoE (2019), trainer management services entail training and re-training of tutors and above all, constant supervision and performance appraisal. In keeping with Gachoya (2013), instructional supervision is acknowledged as a vital step toward boosting student completion rates in technical training institutes, ensuring timely completion when it comes to learners. As stated by Gachoya (2013), administrators are responsible for overseeing tutors' credible documentation, involvement in extracurricular activities, surveillance in the classroom, and, most importantly, instructional time management. Gachoya (2013) discovers that, learners' completion rates are generally seen as the primary means for improving the instructional process in technical training institutes. According to Kamindo (2015), in Murang'a County's higher education institutions, student completion rates have been declining, and administrators are in the forefront of developing measures to boost a learner completion rates. For example, the Ministry of Education (2019) reports that, in 2015, students' completion rates in public technical institutions stood at 43.1%, in 2016, it stood at 44.9%, 46.8% in 2017 and 42.9% in 2018. Cognizant of this state of affairs, Mbera (2015) asserts, in Kajiado County, principals, ought to safeguard that tutors execute the syllabus and that education is happening. Mbera (2015) further proclaims that several administrators consider it challenging to manage both their diverse managerial responsibilities and their curriculum leadership or students' functions.

In Kiambu County, the picture is similar, with several technical training colleges having low student completion rates. According to Magondu (2011), many technical training institution administrators do not comprehend or have time for their students' completion rate functions. Despite significant progress in completion rates in secondary schools and technical training institutions, there are still many students who do not complete their higher degrees.

In other words, among the major restrictions in the technical edification sector in Kiambu County is the problem of low graduation and transfer rates in technical institutions. For example, according to the KIPPRA report (2016), the conversion rate from Form I to Form IV is over 85.0% and the graduation rate is 42.69%. This is a perturbing tendency considering that the nation is probable to meet the Education for All needs by 2015.

According to a testimony by the Ministry of Education (2019), the Kiambu County Municipal Technical Training Institute recorded low graduation rates of students compared to national statistics, according to table 1.2.

Table 1.2: Students' Completion Rates in Kenya and Kiambu County from 2015 to 2018

Year of Completion	**Students' Completion Rates**	
	Kenya	**Kiambu County**
2015	43.1	13.7
2016	44.9	12.5
2017	46.8	11.9
2018	42.9	10.8

Source: MoE (2019)

Information in Table 1.2 illustrates a decreasing tendency in the sum of learners who finish their tertiary level of education in Kiambu County. This brings into question the efficacy of administrators' management of instructional supervision as the mitigant to dwindling performance and completion rates in technical training institutions, necessitating this research.

1.2 Statement of the Problem

Administrators undertakes a significant part in promoting instructional governance through the implementation of efficient supervision strategies, which are designed to ensure that technical training institutions achieve their educational objectives and curriculum objectives. Nevertheless, in Kiambu County, the accomplishment rates of students in technical training institutions remain low. The technical training institutions in Kiambu County exhibit a completion rate of 10.69%. Table 1.2 reveals a declining pattern in the rates of completion for students enrolled in public technical training institutions within Kiambu County.

Attempts to alleviate these challenges such as hiring more tutors, increased funding and bursaries for students from needy backgrounds, are yet to yield remarkable advancement. In spite of these statistics, many pragmatic studies are yet to cross-examine the degree to which principals' administration of instructional supervision determines students' completion rates in technical training institutes.

1.3 Purpose of the Study

The investigation was designed for assessing principals' management of instructional supervision as a determinant of students' rates of completion in public technical training institutions in Kenya's Kiambu County.

1.4 Objectives of the Study

The investigation was directed by the ensuing objectives;

i. To assess principals' classroom observation as a determinant of students' completion rates in public technical training institutions in Kiambu County;
ii. To establish how principals' supervision of the preparation of professional documents determines students' rates of completion in public technical training institutions in Kiambu County;
iii. To determine the extent to which principals' instructional time management influences students' rates of completion in public technical training institutions in Kiambu County;
iv. To investigate the impact of principals' administration of extracurricular activities on the graduation rates of students in public technical training institutions within Kiambu County.

1.5 Research Questions

The investigation was constructed on the succeeding questions;

i. What is the influence of principals' classroom observation on students' completion rates in public technical training institutions in Kiambu County?
ii. How does principals' supervision of the preparation of professional documents determine students' completion rates in public technical training institutions in Kiambu County?
iii. To what extent does principals' instructional time management determine students' completion rates in public technical training institutions in Kiambu County?

iv. To what extent does principals' management of co-curricular activities determine students' completion rates in public technical training institutions in Kiambu County?

1.6 Significance of the Study

Principals may profit from this investigation in addressing the issue of instructional leadership as a strategy for improving students' completion rates at governmental technical education facilities. Department of Education and Boards of Management might make advantage of the study's conclusions to address the gaps in students' completion in technical training institutions caused by inadequate instructional supervision.

Tutors may benefit from this study in appreciating their role in teaching and learning processes in technical training institutions. Institutions like Kenya Education Management Institute (KEMI) that are used for capacity building may be aided to recognize the exercise requirements of the administrators and tutors to address the concerns raised in the research. Scientists and academicians may profit from this study's findings in forming a basis and resource for use in future research projects.

1.7 Limitations of the Study

A few of the partakers, mostly tutors, were hesitant to provide appropriate data on principals' efficacy to offer instructional leadership as a way of improving students' completion rates of their technical training institutions for fear of reprisals. The researcher thus clarified to them that this investigation only aimed at supplementing their efforts to enhance students' completion rates in their technical institutions. The investigator provided the respondents with a guarantee of

complete confidentiality in how their information would be handled. The interviewees were thus exhorted to offer honest answers to the questionnaires since confidentiality and anonymity were guaranteed.

Principals were also unwilling to offer information about their administrative challenges and competencies as far as instructional supervision is concerned. They were assured that the research only intended at supplementing their work of enhancing educational quality in technical training institutions. The research outcomes might not apply to other technical training institutions outside Kiambu County since there could be other unique dynamic forces that affect students' completion rates in such institutions than principals' management of instructional supervision being investigated. To alleviate this, the recommended that further research should be done on students' completion rates, but with a focus on other unique factors.

1.8 Delimitations of the Study

The research was undertaken in publicly funded technical training institutes located in Kiambu County. This place was selected because of the fluctuating rates of students' completion with an aim of determining how management of instruction supervision affects the same. It was delimited to the influence of principals' management of instructional supervision reflected through management of classroom observation, supervision of professional documents, instructional time management and management of extracurricular activities on students' completion rates. This was chosen, although there are other factors which determine students' completion rates, to make the study manageable. The research was carried out between August and October 2021.

1.9 Assumptions of the Study

These assumptions were made during the research;

i That records of students' completion rates were available and accessible in public technical training institutions.

ii That principals of technical training institutions understood their roles in instructional supervision.

iii That the respondents would cooperate and volunteer honest feedback.

1.10 Theoretical Framework: Theory of Supervisory Practice

Sergiovanni's (1982) theory of managerial practice directed the research, which proposes that an oversight framework based on theoretical principles and constructed in accordance with the precepts for developing a practice theory adds to the achievement of curricular objectives. This is accomplished by establishing excellent instruction standards and specific methods of instruction that are consistent with the theoretical dimensions, guaranteeing that the instructive craft's outputs are manageable by classroom tutors and consistent with learning theory. The idea seeks to improve education and the quality of the educational setting by combining creative, scientific, and clinical approaches of supervision. In accordance to this approach, scientific techniques are used to identify factual information and descriptive narratives of educational procedures, with a focus on the observed actions of both instructors and students. Principals have an important role as supervisors in creating, implementing, and sustaining academic programmes in institutions.

In many educational institutions, it is the responsibility of both school principals and classroom teachers to ensure that monitoring is used to improve student

achievement and encourage accountability. By leveraging theoretical underpinnings, a robust knowledge base is established, which informs the development of a comprehensive supervision system designed to facilitate a deeper comprehension of the curriculum objectives. This was significant to this research because it supplied the principals with three elements of pedagogical supervision: directed, non-directional, and collegial methods. This hypothesis was acceptable since the principle is the primary supervisor in colleges and is responsible for monitoring all educational activities related to accomplishing the college's academic goals.

In other words, to achieve the educational objectives and ensure students complete their college education, principals oversee instructional activities such as classroom observation, teachers' preparation of professional documents, time management and their participation in co-curricular activities. According to this view, the principle is responsible for teaching truths about absolute standards and providing instructors with direct authority.

This suggests that supervision is progressive in character, hence principals promote and include tutors as they plan for supervision of instruction in the institution.

1.11 The Conceptual Framework

In this conceptual framework, principals' management of instructional supervision reflected through classroom observation, supervision of professional documents, instructional time management and management of co-curricular activities constituted independent variables while students' completion rates at governmental technical training schools served as the variable of interest. As shown in Figure

1.1, the intervening factors included students' family history, parental support, and educators' preparation.

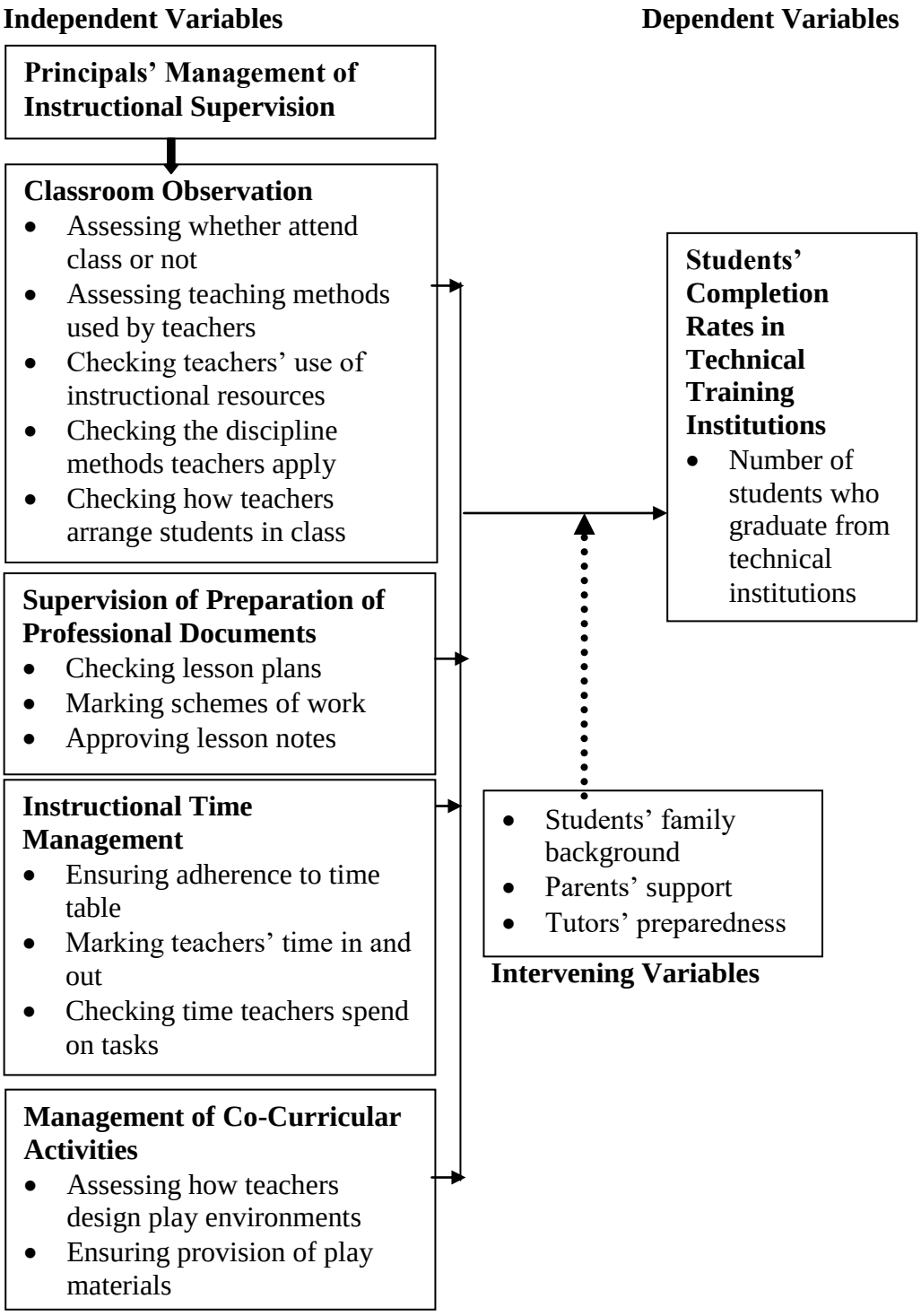

Figure 1.1: The Conceptual Framework
Source: Researcher (2023)

Figure 1.1 illustrates the investigation's variables and their correlation, highlighting the Association between the response and explanatory variables. As depicted in the figure, students' completion rates, are the explanatory variables, which may be impacted by the extent to which college principals manage classroom observation. That is, if classroom observation tasks such as checking class attendance, assessing teaching methods, monitoring discipline management in the classroom and seating arrangement, then students' completion rates could be lowered in technical training colleges and vice versa. From Figure 1.1, Professional document supervision, encompassing structures of work, lesson transcriptions, and lesson plans, was included as an aspect of the study; instructional time management and management of co-curricular activities equally influence students' completion rates when effectively undertaken. However, the influence of these variables of principals' management of instructional supervision on students' completion rates in technical training institutions could also be influenced by students' family background, parents' support, and tutors' preparedness as the intervening variables; though were not the center of this research.

1.12 Operational Definitions of Terms

Instructional time management: is the process by which principals organize and plan effective use of tutors' time for instruction.

Management of classroom observation: refers to a situation where principals in technical training institutions see a college tutor in person while analyzing his or her instructional strategies, classroom participation, use of learning materials, control of behavior, seating configuration, and relationships with the students.

Management of co-curricular activities: is the process by which administrators of technical training institutions plan and organize how students and tutors take part in co-curricular programmes and activities at school. This entails creating a play environment and provision of materials for co-curricular activities.

Management of instructional supervision: is the process by which principals of technical training institutions undertake activities to assist tutors in improving instruction skills. These include; classroom observation, supervision of professional documents, instructional time management and management of co-curricular activities.

Students' completion rates: is the number of learners who complete technical training institutions compared to those who were enrolled. In this study, these were calculated based on the number of student cohorts who are enrolled at the beginning of an

academic year in relation to those who dropped out. Students who joined midway of the programmes were not considered in determining completion rates.

Supervision of professional documents: refers to a process by which principals of technical training institutions check whether tutors prepare official papers such as the curriculum, strategies of work, and pedagogical notes that are necessary to a tutor in the instruction practice.

Technical training institutions: these are training centers or schools which offer vocational training where students taking courses prepare for careers that are based on practical applications and include on-the-job training.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section of the chapter discusses important topics explored in previous studies that may have relevance to the current study. The researcher presents various perspectives put forth by different researchers. The literature in this section focuses on the study objectives, specifically the impact of principals' management of classroom observation, supervision of professional documents, instructional time management, and management of extracurricular undertakings on learners' graduation rates in publicly funded technical training institutes. Additionally, a summary of the literature review is delivered, along with the identification of research gaps.

2.1 Principals' Management of Classroom Observation and Students' Completion Rates

Proficient pedagogy, encompassing proficiency in domain knowledge, instructional methodologies, classroom monitoring and administration, as well as sufficient supervision, leads to enhanced instructional efficacy and improved completion rates in technical training institutions. Principals of technical training institutions are asked to devote a substantial amount of time in classrooms observing the instructional process (DiPaola & Hoy, 2016). Scholars see classroom observations as an important instrument that is applied to acknowledge classroom dynamics and attain high ideals of effective instruction methods.

Compliant with these viewpoints, Murphy (2013) did research in Austria that highlighted different aspects of classroom observation. For example, it gives

supervisors a chance to assess tutors' styles, their skills in managing classrooms and other aspects of the instruction process that are not easy to obtain by other methods of evaluation (Murphy, 2013). Furthermore, it allows tutors to get constructive reactions to their instruction methods and techniques as an attempt to hone their skills it can be said that reflecting on pedagogical practices is among the most prevalent approaches that educators can use to evaluate their advantages and disadvantages. These findings point to the fact that regular classroom observations create room for principals of technical training institutions to have a direct view of the activities in classrooms, thus putting them in a better place to evaluate teaching and inspire the teaching climate in their training institutions.

In an investigation carried out in a sample of tutor training colleges in Venezuela, Frase and Posten (2014) noted that one way of helping tutors to improve instruction is by supervision. This was consistent with the assertions of Glickman (2011) who, in his supervision model, he obtained a cyclical series of procedures that should be carried out twice a year, minimum. The arrangement involved pre-conferencing between the college tutor and the supervisee, followed by classroom observation that entails using visual indicators, physical indicators and interpersonal or directive analysis. Glickman (2011) further opines that post-conferencing, which is the last stage in supervision aims at discussing results as well as remedial steps the sequence concludes with a critique session.

The presence of an internal supervisory mechanism is essential for effective management, as it provides the necessary guidance and coherence to achieve organizational objectives. In this regard, observing tutors in the classroom can serve as a means to evaluate the impact of training programs and other

interventions on both the tutors and their students. As Zepeda (2014) suggests, classroom observation enables principals to assess the performance of technical training institutions in critical areas such as the tutors' utilization of instructional time and resources, student involvement, and implementation of best-practice teaching methods. In research done in the Netherlands, Hoerr (2012) found that prudent management of classroom observation can enable principals with formative feedback for individual tutors.

Hoerr (2012) further revealed that, for technical training institution systems progress towards performance-based promotion and compensation, classroom observation assumes a pivotal role in comprehensively evaluating individual tutor performance. Nevertheless, to produce valuable data, classroom observations must conform to a standardized methodology and be administered by trained observers such as principals.

In India, Margo (2016) posits that the realization of principals' classroom observation rests largely on the degree to which principals plan and design instructional objectives to be assessed and issuing of feedback. This is in agreement with the outcomes of research done in Canada in which Glickman (2011) established that classroom opinions are frequently used to offer teachers positive critical feedback intended to enhance their classroom management strategies of instruction. According to Glickman (2011), principals' Classroom observations are frequently employed to offer tutors constructive feedback aimed at improving their classroom management and instructional strategies. However, Glickman (2011) opines that such strategies fail in cases where principals may encounter difficulties in assessing tutor performance if they are unsure about the

expectations for tutor practices or attempt to evaluate an excessive number of performance indicators simultaneously. Goker (2012) contends that this situation diminishes the accuracy of the feedback that tutors receive regarding the extent to which their instruction aligns with college and career-ready standards in their respective content areas. In other words, classroom observations lose their effectiveness when principals lack the expertise and time to conduct comprehensive observations and provide meaningful feedback to all their tutors.

In a number of countries in Sub-Saharan Africa, effective management of classroom observation by principals has been recognized as the best way of improving instruction among tutors, which in turn leads to successful completion rates among learners in technical training institutes. Research done in Nigeria by Omiko (2014) found that principals' classroom observation as essential to an effective instructional improvement programme. Omiko (2014) revealed that college principals, who are genuinely interested in helping their tutors to change basic teaching techniques to improve student achievement and completion rates, place greater emphasis on the classroom observation component.

In Kenya, classroom observations constitute one of the major responsibilities of college principals while conducting instructional supervision. According to Kimeu (2010), principals of technical training institutions have to stopover the classroom more often to motivate the tutors and then strategize for conferences after surveillance where supervision matters converse. In a study carried out in technical institutions in Matungulu Sub-county, Mutua (2012) indicated that Regular physical observation of lesson performance is the sole approach by which a college principal can attain a comprehensive understanding of the quality of the

instructional process in the training institution. This indicates that instructional supervision can only evaluate the tutors' potential for excellence by watching them conduct a lesson that they have prepared. Through physical observation of lesson performance, principals can identify gaps in the instructional process and devise appropriate strategies to address them, such as providing in-service training for tutors and ensuring sufficient instructional resources.

In Kiambu County, Muthoni (2012) argues that principals' classroom observations of tutors are considered a solution to completion rates in colleges by providing valuable insights for the tutors' development and improvement. Kinyanjui (2015) researched a sample of tertiary colleges in Kiambu County to support these claims, which found that principals' classroom monitoring is one of the phases of scientific supervision. The primary aim of observation is to gather comprehensive and objective insights into the lesson to enable both the principal and tutors to reconstruct the lesson as accurately as possible afterward for examination. Kinyanjui (2015) suggests that principals' classroom observation aims for two things: Firstly, the principal aspiration concerns the tutor's optimal delivery of the lesson. Secondly, the principal objective involves the precise recording of the lesson's events by the principal.

Kinyanjui (2015) asserts that, more significantly, enhanced student learning in subsequent semesters can result from tutors learning from the experience of classroom observation and improving their skills through feedback received from trained observers. However, like other empirical studies, Kinyanjui (2015) has not indicated how particular management activities undertaken by principals during

classroom observation influence learners' completion rates in technical training institutes.

2.2 Supervision of Preparation of Professional Documents and Students' Completion Rates

The ongoing process of supervising professional documents for tutors in technical training institutions involves gathering prior knowledge and data, all through, and subsequent directions to improve learning outcomes. This approach, according to Briggs and Dominique (2011), ensures that every student in the heterogeneous class succeeds, with data from various sources providing a comprehensive view of student achievement. Authentic supervision is crucial when evaluating tutors in the differentiated class, as it involves a diversity of chores that demonstrate tangible skills, determine if the tutor has developed the necessary skills or ideas, and is founded on accepted standards to ensure validity. Additionally, such supervision guide students in their roles in adult life.

Glatthorn (2012) developed a paradigm for diversified supervision in Austrian research that incorporates traditional and innovative tutor supervision methodologies. Glatthorn (2012) projected that there is no obligation to be stuck in the clutches of tradition in order to effectively oversee and assess technical training institution professors. In a nutshell, the clinical supervision paradigm has a place, as do cooperative choices that permit instructors to collaborate closely with peers, and self-sufficient options guided by the distinct educator. The beauty of Glatthorn's (2012) approach is that, tied to the situation, it provides the person in charge with many methods for assessing different technical training institution teachers. Under this technique, the non-tenured instructor can be subjected to more

stringent oversight, but the experienced, tenured head of a department can be given greater latitude. Glatthorn (2012) revealed that differentiated supervision is based on the premise that instructors are professionals, that teaching is a vocation, and that they should be in charge of their professional growth within established professional norms. In the same line, Glatthorn (2012) contends that, as qualified specialists, tutors will need both support and criticism from students and colleagues, rather than supervisors or executives.

In accordance with these statements, Weisberg et al. (2013) performed a study in Mexico and discovered that varied supervision provides instructors with a variety of evaluative and supervisory services. Weisberg et al. (2013) went on to clarify that self-directed development include individual instructors identifying personal growth objectives, taking action to accomplish those goals, obtaining student feedback, and completing a complete review of their success. Furthermore, Weisberg et al. (2013) established two evaluation choices, namely intense supervision and normal supervision, to supplement the three supervision alternatives.

Aggressive supervision complements thorough growth by concentrating on tutor responsibility rather than professional advancement. A manager does this sort of supervision using a variety of ways, including research-based criteria, conferences, observations, and non-instructional activities. Standard supervision, on the other hand, is intended for experienced and competent tutors, and is compatible with self-driven and collaborative development alternatives. These findings highlight the importance of differentiated supervision in fostering collegiality and cooperation, while also emphasizing the significance of professionalizing teaching.

This approach provides a practical solution to the time constraints faced by managers in delivering effective supervision. In Africa, many colleges have implemented diversified supervision, allowing tutors to choose from a range of evaluation and managerial procedures instead of applying a one-size-fits-all approach to all technical training institution instructors. In light of this, Sergiovanni (2012) proposes that tutors should actively participate in determining the supervision options that best suit their needs and take responsibility for ensuring the effectiveness of these options.

A study conducted by Nolan and Hoover (2011) at colleges in South Africa found that effective supervision involves conducting informal classroom checks to assess and support individual tutors in technical training institutions. The researchers proposed that administrators should see themselves as trainers and instructors, actively engaging with tutors in lesson planning, co-teaching, and seeking to understand the dynamics of the lectures. Sergiovanni (2012) further emphasizes that principals who adopt a coaching role and actively interact with tutors can greatly contribute to fostering trust and providing assistance in technical training institutions.

The situation is comparable in Kenya, where most universities view differentiated assessment as a philosophy or framework for operative coaching that encompasses offering diverse pathways for students to learn. These pathways may involve obtaining content, constructing ideas, processing information, and creating instructional materials, as well as supervising and assessing students, so that every student can learn well in a classroom, irrespective of their dissimilarities in ability (Chisholm et al, 2011).

Students have varying socioeconomic backgrounds, cultural beliefs, languages, motivations, genders, abilities/disabilities, and personal interests, among other factors, and educators need to be mindful of these diversities as they organize the curriculum. Chisholm et al. (2011) pointed out that universities such as Kenyatta, Egerton, and Nairobi aim to create challenging and engaging tasks that enhance training for every student by implementing differentiated teaching and supervision. Instructional accomplishments are adaptable and assessed based on content, product, method and educational setting.

Chisholm et al (2011) propose that using pre-valuations can provide valuable statistics about students' strengths, weaknesses, and areas of comfort. This data, along with other screening instruments, can influence the instructional choices and approaches used for teaching content. By analyzing assessment results and outcomes, educators can tailor their instruction to more effectively satisfy the demands of their students. This leads to suitable differentiation that takes into account each technical training institution student’s preferences and learning needs. These assessments should be used as an instrument for creating meaningful and clear instruction that direct all students to challenging and non-frustrating tasks.

In colleges in Kiambu County, a significant aspect of differentiated teaching and evaluation is finding out what students already know to avoid covering materials that have already been mastered by students or adopting methods that would not be effective for them (Peterson, 2012). Chisholm et al (2011) assert that pre-assessments are an effective way to determine students' knowledge, understanding, and skills before beginning a unit of study. These assessments are intended to

guide instruction and benefit all students, providing feedback that is of top quality to both tutors and learners to address needs and strengths throughout the unit. However, the authors do not provide clear guidance on how tutors can effectively address these needs and strengths during instruction, despite the strategic use of pre-assessments in lesson planning. Additionally, they do not discuss how differentiated supervision and pre-assessments can be used to design tasks for students with diverse learning styles, interests, or intelligence, or those who require enrichment or support. Nonetheless, pre-assessments can still help tutors determine appropriate resources and prioritize timelines for subsequent units based on the results obtained. Further, Chisholm et al (2011) failed to provide evidence exists that colleges that use differentiated systems function better than those that use only the standards clinical approach. These are the knowledge and research gaps that this research seeks to bridge.

2.3 Instructional Time Management and Students' Completion Rates

Management of instructional supervision entails instructional time management which includes sketching schedules, the ability of college administrators to assign time for instruction and conducting classroom observation. In keeping with these viewpoints, Farbman, Christie, Davis, Griffith and Zinth (2011) suggest that clear job terms of reference for staff, established via a considerate and collaborative assessment process, that are consistent with the aims and objectives of the college, are useful tools in attaining more efficient utilization of the total available time for use by every staff member in the colleges. Baker, Fabrega, Galindo, and Mishook (2014) associated pay and time in research done in the Netherlands and concluded that each constructive effort should be quantified by a standard time and an exact

time study assigned for every activity accomplished in the college. The management of instructional time requires a methodical approach that involves the application of techniques and strategies to improve the efficiency of tutors, executives, or any employee in both their professional and personal lives. Silva (2013) suggests in a publication on time management that effective management of time allotted for teaching requires the finding and adoption of the most effective ways to complete assignments of any size in the optimal time and with the best possible outcome.

Canady and Retting (2012) also argue that using time wisely involves the common use of the time of all stakeholders, including heads, staff, and learners. The principal ought to thus have total control of the time of all employees in the college like controlling classroom time by way of a time table. The timetable in a significant way takes care of staff time. Agreeing with these sentiments, Stallings (2010), in research done in Australia, emphasizes that before opening colleges, the principals ought to have a work plan and implement the year's work. How the college opens always has a great impact on learners, tutors and patrons. To realize good time management, the ideal is to begin the term as if colleges were set to resume activities following a weekend hiatus. The main schedule ought to be designed in a manner that departmental heads (HoDs) have a common release time a space where they can have meetings for discussing practices and policies of the institution.

Barbara's (2013) Journal on Time Wasters highlights 10 Easy Time Management Tips, which view the management of instructional time as the completion of significant academic activities. Concerning instructional supervision, the

management of time is a crucial factor that runs through almost every aspect of instruction. Barbara (2013) suggests that the efficient use of college time starts with effective classroom management and organization. Most of the fundamental components of classroom management involve time management to a certain extent, such as planning, minimizing paperwork, forming habits to cut down on confusion and wasted time, giving self-reliant assignments, utilizing learning spaces and seatwork to let teachers collaborate in teams, and setting up classrooms so that students can move easily between activities are just a few of the strategies.

Zepeda and Mayers' (2012) research in Argentina exposed that teachers frequently have insufficient time to impart knowledge. They testified that lunch breaks, adjournment, downtimes between activities and lessons, transitioning between classrooms, disturbances, and other phases of the non-instructional period make up at least 27% of a college day. Several classrooms have more than 40% of their time devoted to non-teaching activities, such as recess, restroom breaks, and lunch. These findings, which may seem surprising, have been backed up by various studies carried out by the Far West Laboratory for Educational Research besides the old Center for Research on Teaching at Michigan State University, and development. Additionally, these studies suggest that while these activities are important, excessive teaching time can be counterproductive.

In most African republics, Fredrick and Walberg (2010) created plans for the administration of instructional time by principals and tutors. Such strategies entail stating the priorities and goals as well as regulating visits. Bloom (2010), on the abuse and use of time, proclaims that instructors who always race in contradiction of time are in most cases ineffective.

In Tanzania, Worthen and Sailor (2011) conducted a study which revealed that tutors need to possess the knowledge of effectively utilizing their time, rather than relying solely on their perception of how they can utilize it. The researchers further emphasized that tutors should prioritize their tasks, organize their time, delegate responsibilities, maintain a balance, concentrate on the current challenge, and set deadlines in order to ensure that time works in their favor. Ngando (2011) also highlighted the significance of tutors being able to prioritize effectively when evaluating their time management abilities.

Kiambu County is facing a situation where the aggregate of high-quality instructional time available to students is among the most powerful factors that shape their learning experience, as noted by Muli (2013). The study found that adhering to classroom schedules has been a challenge due to interruptions from students, managers, guests, and other sources, which contest for the limited time allocated to instructors for instruction. Therefore, while effective tutors impart the importance of learning to their students, it is through efficient time management processes that they can maximize the learning experience. Bruce (2012) further suggests that the teachers confront difficulties in controlling class time and developing an effective college timetable can be attributed to the tendency to prioritize meeting all hard restrictions, rather than focusing on what is feasible.

An instance of a hard constraint is that it should not be mandatory for a learner to sit two examinations at the same time, that is, the timetable should be clash-free. As per Muli (2013), educational managers and teachers in technical training institutions in Kiambu County confirm the persistent difficulty of resolving the issue of college timetabling. The problem is related to ensuring that adequate

teaching resources and teachers are available in the appropriate classrooms at the correct time for the relevant students. According to a study conducted by Nelson (2012) in Kiambaa Sub-county, the challenges faced in educational timetabling include the scheduling of multiple meetings involving different resources, ensuring there are no conflicts, and assigning suitable tutors for specific subject classes at specific times. Nelson (2012) discovered that these activities deplete instructional time. Nevertheless, there is still a lack of understanding because Muli (2013) and Nelson (2012) did not investigate the influence of instructional time management strategies established by college administrators on student completion rates.

2.4 Management of Co-curricular Activities and Students' Completion Rates

Extracurricular activities are an integral part of every technical training college's curriculum, as they play a significant part in the development of self-intelligence covering physical, social, emotional, and mental growth. As stated by Hardman (2012), extracurricular events have been seamlessly integrated into the school system and are considered compulsory for every student. These activities are also crucial for promoting unity among students of different races within the college. Hardman (2012) further posits that Co-curricular activities can provide students with a way to develop general abilities.

Tschannen-Moran and Woolfolk (2011) conducted a study in Australia which proposes that the sports education curriculum is viewed as a complement to the existing curriculum, with both being interdependent in fostering emotional, physical, intellectual, and spiritual stability in individuals.

Co-curricular activities thus affect a person's development either directly or indirectly. However, the bearing of extracurricular events on the expansion of social skills among learners cannot be attained without proper management. Management entails the interaction between administrators and participants in the management of the extracurricular process. According to Tschannen-Moran and Woolfolk (2011), managing extracurricular activities is a recently developed field similar to other areas of work. It is an offshoot of what used to be referred to as Physical Education. However, management of extracurricular activities has extended to include professional extracurricular activities, event management, and facility management among others. It is thus important, that managers of extracurricular activities carefully take note of the significance of efficient and effective management.

In managing extracurricular activities, students and the level of their coach's growth of social skills is heavily dependent on the effectiveness and collaboration of the manager in meeting the requirements of their team members. These arguments agree with the point that management is the main pillar for developing extracurricular undertakings in almost all countries. It is the aspect upon which smooth management of several extracurricular undertakings in terms of establishing, controlling, planning and directing all necessary infrastructure to meaningfully aid the development of social skills is dependent.

Tschannen-Moran and Woolfolk (2011) also believe that the choices that are made by people in charge of administering extracurricular pursuits in college determine whether or not substantial advancement of social skills occurs. On the contradictory end of the spectrum, Vaisdy (2013) observes that, in Asia,

extracurricular activities represent for approximately 73% of prestige with other disciplines, but in actuality, they are decreasing to 20%, threatening their survival. According to Vaisdy (2013), Ashok (2014) states that in Nepal's technical training institutes, there are no regular programs for co-curricular activities in colleges because they have been relegated to mere occasional or optional activities. In many African countries south of the Sahara, management of extracurricular activities is considered crucial in developing social skills.

In Ghana, Dzansi (2012) believes that good activity operation is a classic childhood activity that is not only a necessary but also a right of learners and is critical to their entire welfare. Extra-curricular excursions should be impulsive, hilarious, created by oneself, and passionate, as the task itself is more essential than the result. Dzansi (2012) further remarks that good administration and planning of extracurricular endeavors improves students' relationships with a range of recreational activities, resulting in cognitive, social, physical, and psychological development as well as improved problem-solving abilities. Dzansi (2012) additionally states that running of outdoor atmosphere for playing ought to be improved to give various affordances that can stir their senses and develop their intellectual skills. The outdoor atmosphere presents unique situations for students to get involved in creative play and interact with peers and friends

In Nigeria, extracurricular activities have pervaded society like it was in most societies globally. A bigger percentage of media coverage has been assigned to extracurricular activities. This viewpoint is reinforced by Morakinyo (2010) when he observed that extracurricular activities are social phenomena that have developed from modest beginnings of being recreation and entertainment pastimes

to a prominent and visible business venture that can no longer be overlooked in the socio-economic and political setting of many countries. In East Africa for instance, UNICEF (2010) started a nationwide suite on BECCAD in Uganda that championed the empowerment of youths as well as students with skills that would prepare them for the rigors and difficulties of everyday life. A starting point research on natural life abilities in Uganda's primary institute pupils revealed that colleges place a greater prominence on academic work than on sports (UNICEF, 2010). It was also discovered that in staff gatherings only subjects of refining education values, discipline and employee welfare were discussed at the expense of discussing matters of cultivating the talents and skills of learners.

This was due to the fact that the basic college educational programs in Uganda was already crowded, leaving limited space and time to incorporate LSE through co-curricular activities (UNICEF, 2010). Many educators did not have enough experience in participatory instructional processes and in carrying out extracurricular activities to educate students on life skills (UNICEF, 2010). The Kenyan Ministry of Education has been at the forefront through the Kenya Institute of Curriculum Development in scheming a syllabus that emphases a thematic erudition approach that would arm students with psycho-social abilities through a variety of educational programs like extracurricular events.

Wachira (2011) found that excellent administration of extracurricular pursuits fosters students' inventive thinking as well as problem-solving abilities, transforming them from simple beneficiaries to philanthropists and allowing them to pursue their talents. The influence of extra-curricular pursuits on learners at technical institutions helps to ensure their survival and success in inner-city

technical training institutes (YESA, 2012). Extracurricular activities are not commonly found in colleges in Kiambu County, which limits students' opportunities to enhance their education, interact with peers, and engage with the community. Technical training institutions tend to have a uniform structure with fixed schedules, age-based classes, and teacher expectations. The main goal of extracurricular engagements is to benefit the specific student, the institution, and the community at large, as stated by Uwezo (2011). Institutional practices and National policies require technical training institution principals and students to follow standardized best practices regardless of their unique circumstances, resulting in a uniformity that obscures the distinctiveness of each college's environment, which is what makes them unique (Wafula, 2010).

The concept of using a standardized academic grid for evaluating colleges is tied to the idea of best practices. This often leads to a prioritization of the academic curriculum in technical training institutions, as noted by Wafula (2010). As with other college principals, those of technical training institutions face ongoing pressure to enhance their academic programs to bolster their overall reputation for achievement. Even though it has been observed that extracurricular events are more advantageous to the students in Kiambu County, they were never perceived as having a substantial impact on students' lives, hence not included in the college course outline (Wachira, 2011).

There has been more time allotted to the academic disciplines omitting extracurricular undertakings that are excluded in the course outline. Most college administrators focus on the completion of a program of study to improve the students’ development of social skills and consider co-curricular activities as a

distraction to students from paying adequate attention to their academic pursuit and a threat to their development of social skills, leaving their abilities underdeveloped and sometimes untapped. However, the degree to which the running of co-curricular activities has affected students' completion rates is yet to be interrogated.

2.5 Summary of Literature Review and Research Gaps

Appraising of the works has conveyed out the significance of principals' management of instructional supervision and their shortcomings in enhancing students' completion rates. However, the review has exposed numerous research gaps as per Table 2.1;

Table 2.1: Summary of Empirical Review and Research Gaps

Author	Topic	Findings	Gap to be filled
Kinyanjui, Y. A. (2015)	Instructional factors affecting Headteachers' instructional Supervision Performs in High Institutes in Kiambaa sub-county	Kinyanjui (2015) established that principals' classroom observation is one of the stages of supervision whose cardinal purpose is to capture the realities of the lesson objectively to enable principals and tutors to reconstruct the lesson as validly as possible afterward. Kinyanjui (2015) asserts that, more importantly, it is an opportunity for the tutor to learn from the experience of classroom observation and be able to improve learning by students in subsequent semesters.	However, as did other empirical studies, Kinyanjui (2015) together with other studies, is yet to indicate how specific management activities done by principals during classroom observation effect scholars' accomplishment rates in technical training institutes.
Chisholm, M., Hayes, E. J., Labrecque, S. & Smith, D. (2011)	The role of faculty evaluation in transformative change	Chisholm et al (2011) assert that the goal of pre-assessment is to tell the knowledge of students, understanding and skills before the unit of study. These are assessments for learning and include diagnostic or pre-assessments that the tutor adopts to help guide instruction and benefit each student. In other words, they are informal and provide qualitative feedback to tutors and learners to address needs and strengths during the unit.	Though, the manner in which tutors speak the strong point and requirements of learners during tutoring, particularly when they deliberately administer pre-valuations prior to scheduling their lessons, has not been specified by Chisholm et al (2011). Additionally, Chisholm et al (2011) have not indicated how several forms of distinguished supervision and pre-assessments are utilized to design tasks for students, especially when a learner requires additional support, enrichment, or possesses different learning styles, intelligences, or interests. Nevertheless, tutors have the ability to identify, locate, and compile appropriate materials, as well as determine priorities and timelines for upcoming units. Furthermore, Chisholm et al (2011) have

Author	Topic	Findings	Gap to be filled
			not provided evidence to support the notion that colleges implementing differentiated systems outperform those solely utilizing the standard clinical approach
Muli, K. (2013) Nelson, I. (2012)	Management of time in secondary schools in Masinga sub-county Time management for educators in Masinga East District	Muli (2013) avers that educational managers and teachers everywhere agree on just how hard it is to solve the perennial problem of college timetabling. According to Nelson (2012), educational timetabling problems encompass the task of arranging multiple meetings involving various resources in a manner that avoids any overlap, ensuring the availability of an appropriate tutor for a specific subject class at a designated time	Nevertheless, the impact of administrator's time management on learners' graduation rates remains unexplored by Muli (2013) and Nelson (2012).
Wachira, C. (2011)	Effect of free primary tutoring on managing primary schools in Embu West District, Kenya	Wachira (2011) indicates that, though extracurricular activities have been observed to be more beneficial to the students in Kiambu County, they have not been seen playing a significant role in the life of a student, and therefore not included in the college syllabus (Wachira, 2011). More time has been apportioned to the academically oriented subjects omitting extracurricular activities from the syllabus. Most college administrators focus on the completion of syllabi to improve the students' development of social skills and consider co-curricular activities to be a distraction to learners from focusing on their academic pursuits and a threat to their development of social skills, leaving their abilities partially developed and sometimes totally undiscovered.	Nevertheless, there is still a significant amount of work that needs to be undertaken in order to investigate the extent to which the management of these extracurricular activities has impacted the students' rates of completion

Source: Author (2022)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section stresses the methodology that was used. It describes the research design, variables, geographical context, target population, sample procedures, and research equipment used. It also explains the pilot research, which was done to assess the instruments' validity and reliability. Furthermore, it explains the techniques used for data collecting, processing, and analysis, as well as logistical and ethical concerns.

3.1 Research Design

The investigation used the contemporary triangulation research design because it is a one-phase design whereby the investigator adopted both qualitative and quantitative methods simultaneously and with identical weight. The design was suitable since it resulted in authenticated outcomes since respondents completing the questionnaires and those being cross-examined did not interact with one another. In general, the design calls for the concurrent, but distinct, gathering as well as examination of qualitative and quantitative information to enable the investigator to best comprehend the study in question (Creswell, 2014).

This layout was appropriate for this research as it allowed the investigator to gather both qualitative data and quantitative data tabulated numerically. This proposal aided the collection of data which described events, organized, described and depicted the collection of data. It uses charts and graphs to aid the reader in deciphering the distribution of data.

3.1.1 Study Variables

For this study, the variables are broken down into three layers. They consisted of the intervening, explanatory, and response variables.

3.1.1.1 Independent Variables

The explanatory variable for this research was principals' management of instructional supervision which was measured as follows;

Principals' management of classroom observation. This was measured by assessing class attendance, teaching methods, use of instructional resources, discipline management and seating arrangement.

Supervision of professional documents. This was measured by assessing whether tutors prepare lesson notes, plans for teaching, work records, and lesson strategies. Instructional time management. This was measured by assessing adherence to timetables and allocating for different tasks.

Management of co-curricular activities. This was measured by assessing the extent to which principals design play environments and provide play materials and resources.

3.1.1.2 Dependent Variables

The dependent variable of the research was completion rates which were measured by The number of learners who receive their diplomas from public technical education schools.

3.1.1.3 Intervening Variables

The study's interstitial variable was the students' family background, parents' support and tutors' preparedness.

3.1.2 Research Methodology

The research used a mixed methodology that combines both techniques of analysis. Qualitative methods were employed to produce detailed records that allowed for a deeper indulgent of the participants' fundamental views, beliefs, and underlying causes. According to Kothari (2005), it also provides intuitions into the problem and to reveal tendencies in opinions. On the other hand, a quantitative investigation was adopted to produce numerical data which was changed into applicable statistics to enumerate views, actions, and attitudes including other mentioned factors. Also, it made it possible to use quantifiable data, gather data, and identify trends in the research. It also made it possible to extrapolate outcomes from a research sample to the general population being studied.

3.2 Location of Study

The inquiry was undertaken in Kiambu County. As per the 2019 population census estimate, Kiambu County has around 2, 498, 342 individuals spread across 2,449.2 km2, with a projected population density of 1020 people per square kilometer (KNBS, 2019). Kiambu County lies to the north of Murang'a County, east of Machakos County, and south of Nairobi County. This county's principal economic activities include cash crops such as macadamia nuts, tea, and coffee, as well as poultry, dairy, horticulture, fishing, and subsistence crop cultivation.

As previously stated, students in Kiambu County have low graduation rates in technical training schools, with numerous learners receiving low academic marks

in both internal and national tests. According to KIPPRA (2016), 10.69% of technical training institutes in Kiambu County have completed their programs. In the same token, the Ministry of Education (2019) also indicates that, in 2015, out of the students who enrolled in technical training colleges, only 13.7% completed their studies, in 2016, the completion rate was 12.5%, in 2017 it was 11.9% whereas, in 2018, the completion rate stood at 10.8% compared to national performance which stood at 43.1% in 2015, 44.9% in 2016, 46.8% in 2017 and 42.9% in 2018 respectively. This influenced the investigator's choice of Kiambu County will serve as the research location.

3.3 Target Population

Kiambu Education Office (2019) shows that Kiambu County has 30 public technical training institutions which are different in terms of geographical size, number of courses offered to students, student population and areas of specialization and thus, the targeted population for this research comprised 30 administrators, 578 instructors and 600 leaders among student as indicated in Table 3.1;

Table 3.1: Targeted Population

Respondents	**Target Population**
Principals	30
Tutors	578
Student Leaders	600
Total	**1208**

3.4 Sampling and Sampling Techniques

The researcher utilized Yamane's Formula to determine a sample size that was suitable in light of the research's objectives. This was appropriate since it produced

an extremely accurate and finite sample size that was extremely reflective of the desired population at a high confidence level. This was administered as seen below:

$$N_0 = \frac{N}{1 + N\,(e^2)}$$

In which, N_0 is the desired sample size at a 95 percent confidence interval
N= Targeted population
e = Confidence level of 5% (0.05)
Hence the desirable sample was:

$$N_0 = \frac{1208}{1 + 1208(0.05)^2}$$

$$N_0 = 300 \text{ respondents}$$

Using a stratified sort sampling, four strata based on the categories of TVETs (geographical size, number of courses, number of students and areas of specialization) in Kiambu County, were created. Stratification helped in creating sampling units and frames which guaranteed homogeneity during sampling. Using purposive sampling, four principals were selected from each group. This was accomplished by examining technical training colleges with extremely low completion rates over the previous five years. To avoid any impression of bias, 15 teachers and 56 student leaders were selected from technical training schools using simple random sampling. Using this strategy, the researcher was able to sample 224 student leaders, 60 tutors, and 16 principals, as per Table 3.2;

Table 3.2: Sample Grid

Respondents	Sample Size	Percentages	Sampling Techniques
Principals	16	53.3	Purposive sampling
Tutors	60	10.4	Simple random sampling
Student Leaders	224	37.3	Simple random sampling
Total	**300**		

3.5 Research Instruments

The investigation utilized questionnaires, interview techniques and a documentary checklist guide that were developed based on the research objectives.

3.5.1 Questionnaires for Student Leaders

Quantitative data from student leaders were gathered through the use of a closed-ended questionnaire. The survey was deemed suitable for this study as it is a device that features a series of inquiries and suggestions designed to gather numerical data from participants and is typically used for statistical analysis of the results (Kothari, 2005). The survey was alienated into six sections, with Section A containing demographic information and Sections B, C, D, and E consisting of Likert-type questions with 2-point, 3-point, and 5-point scales based on the research objectives. To safeguard participants' anonymity due to the sensitive nature of the investigation, they were assured of concealment.

3.5.2 Interview Guide for Principals and Tutors

Open-ended evaluations in intended inquiries were used in the current investigation to collect qualitative data from tutors and principals of technical training institutions because, in the words of Kothari (2005), interviews seek to clarify the meanings of the primary concepts in a study, and thus the core task in

interviews is to understand the interviewees' responses. In this situation, interviews were appropriate since they allowed the investigator to learn about the respondents' experiences with principals' administration of instructional oversight in technical institutions, as well as their interactions with them. In other words, the inquiries allowed investigator to ask more penetrating questions on problems relevant to each research purpose.

3.5.3 Document Checklist Guide

The study also involved going through college records to check the trends of students who have been graduating from technical training institutions for the last five years (2014-2018). The aforementioned data was important in confirming the information provided by administrators, instructors, and members of the student body regarding completion rates for learners at technical training schools.

3.6 Piloting of Research Instruments

A pilot investigation was executed among a cohort of 30 participants who were selectively sampled from technical training institutions located in Kiambu County. This methodological approach was aligned with Kothari's (2005) scholarly recommendation that the experimental sample size should institute 10% of the total investigation sample (10.0% of 300). The primary objective of experimenting was to meticulously evaluate the suitability and lucidity of the questions embedded in the survey instruments, appraise the efficacy of the language utilized, and scrutinize the pertinence of the information being sought.

The consequences of the piloting were also utilized to pre-test the dependability of the investigative tools. Piloting also foresees the obstacles and challenges that the respondents may have, such as interpreting the surveys and managing their time to

collect data. Also, the interview schedules were put through trial runs to ascertain that the enquiries were well-phrased and provoked a variety of useful rejoinders that allowed the investigator to pinpoint areas that needed to be updated. To minimize bias, technical institutions and pilot experiment volunteers were excluded from the main investigation.

3.6.1 Validity

To confirm the trustworthiness, the researcher, in collaboration with experts in educational management, carefully scrutinized the survey items for content validity. Each item was assessed to determine if it produced the intended information. Items that did not meet the required standards were discarded, while new ones were suggested and incorporated to produce the necessary feedback. This procedure aligns with the perspective of Creswell (2014), who posits that researchers can verify validity of content by consulting with a board of specialists and having them assess the validity of the survey questions. The comments and recommendations of the experts were used to revise the survey instruments in this study.

3.6.2 Reliability

For improvement of the tools' dependability, the steadiness of the feedback on the pilot surveys was critically assessed by the investigator in collaboration with the university supervisors to judge their reliability. The individual conducting the study evaluated the research tools for the suitability of items to recognize any vague items. Such objects were rephrased to guarantee that they were well implicit by the respondents. This was achieved using the test re-test technique where a set of questionnaires was administered to a set of respondents twice at intervals of two

weeks. The Cronbach Alpha Technique was used to obtain a reliability value of r = 0.725 between the two scores, which, as stated by Kothari (2005), indicates strong internal reliability and is deemed suitable for the purpose of the investigation.

3.7 Data Collection Procedures

The scientist asked The Graduate School, Kenyatta University, and the National Council for Science, Technology, and Innovation (NACOSTI), in that order, for an introduction letter, an authorization letter, and a research permit. Also, the Commissioner and the Directorate of Education of Kiambu County sent letters of approval to the investigator. After receiving letters of authority and required licenses, the researcher assembled gadgets, trained the research assistants, and conducted a pre-visit to the investigation site.

The person conducting the study then set up conferences with the principals to distribute questionnaires and do a documentary analysis. The questionnaires were then given by the researcher and study assistants to collect quantitative data. The research assistants were beneficial in distributing surveys and collecting completed ones. To obtain qualitative information from the respondents, interviews were carried out.

3.8 Data Analysis

Data scrutiny began by classifying common themes which were allocated labels and codes. Frequencies of the respondents' views were then gotten to help produce information about the participants. Quantitative data was examined by descriptive statistics like percentages and frequencies. These were important since they provided a summary of the number of participants who indicated the different perspectives on how principals' administration of instructional supervision affects

the rate of student completion at publicly funded technical training schools. In other words, descriptive statistics helped break several amounts of quantitative data into a simple form for easy comprehension.

Inferential statistics, in this case, Pearson's Product Moment Correlation Analysis, was also used with the help of SPSS 23 software. This was significant because it helped establish a link between principals' instructional supervision management and completion rates of students in public technical training schools. On the other hand, qualitative data were examined based on themes and presented in narrative and verbatim formats.

3.9 Logistical and Ethical Considerations

Ethical issues included defining the study's overall material and what respondents were expected to do. It also specified how knowledgeable permission would be obtained and privacy ensured.

3.9.1 Confidentiality and Privacy

The investigator ensured that every piece of facts provided by the participants about their private life including their identities was concealed and that the information given would exclusively be utilized for the stated purpose.

3.9.2 Anonymity

The investigator guaranteed the participants of their anonymity.

3.9.3 Access to the Study sites

The investigator sought consent, made an official introduction and presented the authorization letter from the Director of Education and Commissioner of Murang'a County.

3.9.4 Informed Consent

To obtain informed consent, the participants were provided with detailed information on the procedures and methodology of the data collection process. The investigator explicitly requested that the participants provide their information willingly and voluntarily, and they were informed of their right to decline to participate without any negative consequences. Additionally, the opinions of those who chose not to provide feedback were respected. Respondents were treated with anonymity to completely exercise their autonomy including the right to privacy.

3.9.5 Plagiarism

To ensure the study's originality and distinctiveness, no information was directly duplicated from other sources. To do this, the research thesis was tested for degrees of resemblance using Turnitin software.

3.9.6 Storage of Data Collected

Raw data was recorded in files for convenient access. Upon analysis, computer print-outs of the data were filed and softcopies were kept on CDs as well as flash discs. Passwords were created to govern access to information stored, thus ensuring its security.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter outlines the research outcomes and it is ordered per the four questions that this research sought answers to. In the first part, the demographic data of participants is given, since it is pertinent in interpreting the data that they gave. This research aimed at achieving the stated objectives:

i. To assess principals' classroom observation as a determinant of scholars' completion rates in communal technical training institutions in Kiambu County;
ii. To establish how principals' supervision of the preparation of professional documents determines students' rates of completion in public technical training institutions in Kiambu County;
iii. To determine the extent to which principals' instructional time management influences students' rates of completion in public technical training institutions in Kiambu County;
iv. To investigate how administrators' administration of extracurricular activities influences completion rates for students in Kiambu County's governmental technical training schools.

4.1 Response Rate

In this investigation, 224 surveys were disseminated to leaders among student, with 220 finished and submitted. 14 administrators and 49 instructors were questioned, generating response rates shown in Table 4.1.

Table 4.1: Response Rate

Respondents	Sampled Respondents	Those who Participated	Response Rate (%)
Principals	16	14	87.5
Tutors	60	49	81.7
Student Leaders	224	220	98.2
Total	**300**	**283**	**94.3**

Table 4.1 shows that principals responded at 87.5%, instructors at 81.7%, and student leaders at 98.2%. This resulted in an average answer rate of 94.3%, which is suitable for generalizing the findings to the designated population (Creswell 2014).

4.2 Demographic Information of Participants

The study tools gathered demographic data of participants namely gender, age as well as education level.

4.2.1 Gender of the Respondents

Data about the spread of the principals, tutors and student leaders according to their gender was gathered and the outcomes are indicated in Table 4.2:

Table 4.2: Respondents' Distribution by Gender

Gender	Principals		Tutors		Student Leaders	
	f	%	f	%	f	%
Male	9	64.3	29	59.2	135	61.4
Female	5	36.7	20	40.8	85	38.6
Total	**14**	**100.0**	**49**	**100.0**	**220**	**100.0**

Table 4.2 shows that 9(64.3%), of the principals were male, female principals comprising 5(36.7%). In the same token, slightly above half, 29(59.2%), of the tutors were male while their females accounted for 20(40.8%) of the sample.

Majority, 135(61.4%), of the student leaders were of the male gender while female student leaders constituted 38.6% of the sample.

These results suggest that gender parity was attained at all levels during the time of the research. This information affirms the fact that the degree to which instructional supervision activities undertaken by principals of technical training institutions influence students' completion rates concerns male as well as female shareholders, that is, tutors, principals and student leaders alike.

4.2.2 Level of Education of Principals and Tutors

The questionnaires also collected data on the education levels of principals and tutors. This could affect their capability to provide information deemed to be reliable regarding the variables being investigated. The results are recorded in Table 4.3;

Table 4.3: Level of Education of Principals and Tutors

Levels of Education	**Principals**		**Tutors**	
	f	**%**	**f**	**%**
Diploma	0	0.0	0	0.0
Bachelors'	6	42.9	34	69.4
Postgraduate	8	57.1	15	30.6
Total	**14**	**100.0**	**49**	**100.0**

Table 4.3 displays that over half, 8(57.1%) of the principals had postgraduate qualifications whereas 6(42.9%) had Bachelors' Degrees. Most, 34(69.4%), of the tutors had attained Bachelors' Degrees while 15(30.6%) had postgraduate degrees. This agrees with the observations of Agho (2009) that the leader should have higher qualifications and be more informed than their followers. In the context of this research, this information is indicative of the point that educational level is a

significant characteristic that strengthens the expectations that the respondents would be capable of answering the investigation questions on the degree to which instructional supervision activities undertaken by principals influence completion rates of students from public technical training institutions.

4.3 Status of Students' Completion Rates

The study collected information on learners' completion rates (measured in percentages, %) provided by government technical training schools. Table 4.4 highlights the results.

Table 4.4: Students' Completion Rates in Kiambu County

Students' Completion Rates (%)	Academic Years				
	2016 %	2017 %	2018 %	2019 %	2020 %
50-60	4.2	4.1	3.8	3.1	2.3
60-70	66.1	59.6	31.8	25.6	20.4
70-80	27.8	32.9	56.3	62.4	67.5
80-90	1.3	3.4	6.7	7.0	7.7
90-100	0.6	0.9	1.4	1.9	2.1

Table 4.4 shows that the graduation rate of the majority of national technical education institutions (66.1%) in 2016 was from 60% to 70%, 27.8% graduated from 70% to 80%, and 1.3 % graduated from 80%. 90% . Only 4.2% were between 50% and 60%, and only 0.6% were between 90% and 100%. These results indicate that attrition rates were high, with many institutions reporting completion rates between 60% and 70%. In 2017, completion rates rose slightly to 32.9% for 70% to 80%, 3.4% for 80% to 90%, and 0.9% for 90% to 100%, but fall in between.

50% for students with completion rates between 60% and 70%, % and 60% (4.1%) and 59.6%. This trend was also observed in the following years. In 2018, more than half (56.3%) of state technical education institutions reported graduation rates of 70% to 80%, 31.8% reported completion rates of 60% to 70%, and 6.7% reported graduation rates of 80% to 90%. 1.4%. A percentage between 90% and 100%. This represents an improvement in the student graduation rate, despite a decrease in the number of technical institutions reporting graduation rates from 50% to 60% (3.8%). The patterns exhibited in 2016, 2017, and 2018 persisted in 2019 and 2020, with almost all of technical schools (62.4% and 67.5%) recording the learner graduation rates of 70 to 80%. Graduation rates for students rose slightly between 80-90% and 90-100%.

These results are consistent with UNESCO's (2013) statement that technical education institutions in Thailand are struggling to improve student graduation rates from 56.7% to 80%. In addition, according to the Ministry of Education (2019), the graduation rate of students from public technical education institutions was 43.1% in 2015, 44.9% in 2016, 46.8% in 2017 and 42.9% in 2018. Similarly, According to KIPPRA (2016), the graduation rates from Form I to Form IV is more than 85.0%, whereas the completion rate for postsecondary schooling is 42.69%.

According to the Kiambu County Ministry of Education report (2019), the graduation rate of public technical institutions in Kiambu County is low compared to national statistics. Despite the increasing number of students graduating from college, many public technical institutions have yet to achieve graduation rates

above 90%. This is despite government efforts to ensure that admitted students can complete their university studies regardless of their social and economic status.

4.4 Principals' Classroom Observations

This study aims to determine how school principals conduct classroom supervision in state technical education institutions. Data were collected from each student leader and aggregated for all leaders, with results reported in Table 4.5.

Table 4.5: Views of Student Leaders on Principals' Classroom Observations

Summary of Test Items	SA %	A %	U %	D %	SD %
In public technical training institutions, principals usually supervise tutors' class attendance as a way of improving instruction	43.6	11.4	1.8	50.9	5.9
Principals of public technical training institutions rarely supervise teaching methods tutors adopt to improve classroom instruction	66.8	10.0	2.7	12.7	7.8
While conducting classroom observation, principals of public technical training institutions frequently assess how tutors use instructional resources during instruction	34.1	9.5	3.6	45.5	7.3
In public technical training institutes, the principals rarely assess tutors' strategies for managing classroom discipline	33.2	7.7	5.0	50.0	4.1
Tutors in public technical training institutions usually adopt different seating arrangements in class, though this has not been the focus of college principals during classroom observation	51.4	15.4	3.2	23.2	6.8

Table 4.5 shows that over half (55.0%) a majority of student leaders agreed that, publicly available technical training institutes, principals usually supervise tutors' class attendance as a way of improving instruction as did those who were in disagreement (56.8%).

However, during the interviews, the principals stated they usually undertake classroom observation activities to improve classroom pedagogy and instruction. Principal, P1, noted;

> *In my institution, I ensure that tutors are supervised and the number of classes they attend is noted and feedback is collected every week. This is to ensure that no lesson goes unattended. This is geared towards improving teaching and learning.*

On their part, tutors also agreed with student leaders that, owing to their busy schedule in administration, principals rarely take time to supervise how often tutors attend classes. Tutor, T1, observed;

> *In my institution, the principal rarely has time to supervise the rate at which I attend classes. This function has been delegated to the students themselves, heads of departments and deans of studies.*

Despite the contractions among respondents, these views underscore the vitality of strict supervision of classroom attendance by tutors as a mitigant to improving classroom instruction. Though not agreeing, these findings affirm those of a study carried out in a sample of tutor training colleges in Venezuela in which Frase and Posten (2014) found that one of the ways to help tutors improve instruction is through effective instructional supervision.

This implies that supervision of how often tutors attend to their classroom activities is not commonly practised by principals. In other words, this points to the fact that regular classroom observations are important since they create room for principals to see the activities which take place in classrooms, to enable them to be

in a better position to evaluate teaching, help tutors and inspire the instruction atmosphere in their training institutions. Majority (76.8%) of the student leaders answered in favour of the view that principals of public technical training institutions rarely supervise teaching methods tutors to adopt to improve classroom instruction while only a paltry total of 20.5% were of the opposite view. This is inconsistent with the assertions of DiPaola and Hoy (2016) that classroom observations are a valued tool that is used to understand the dynamics of classrooms and attain high standards of effective instruction methods. However, on their part, the principals stated that they always supervise instruction methods that tutors apply. Principal, P2, noted;

> *Despite my busy schedule, I always create time to assess the kinds of teaching approaches and methods which are often adopted by tutors in my institution.*

The principals' views were echoed by the tutors, who also stated that their principals supervise their approaches to teaching and methods they often adopt to improve their classroom pedagogy. Tutor, T2, observed;

> *In my college, the principal always insists that tutors apply to teach methods that enable students to master concepts with ease. They often check lesson plans and schemes of work to ensure that the teaching methods stated match the content to be covered.*

Despite these contradicting views, these findings point to the pivotal role of teaching methodologies in improving classroom instruction. This confirms the fact that, for students to master content, register impressive grades and complete their college education, sound strategies which include teaching approaches and methods are crucial. A just proportion (43.6%) of the student leaders vehemently approved that, while conducting classroom observation, principals of public technical training institutions frequently assess how tutors use instructional

resources during instruction while more than half (52.8%) were in disagreement. The views of most student leaders were supported by the principals and tutors during the interviews. Principal, P3, affirmed;

> *While conducting classroom observations, I always ensure that tutors make use of curriculum support materials. These include textbooks, stationery and teaching aids which are meant to make students master content with ease.*

While echoing the same sentiments, tutors noted that principals work hard to ensure that instructional resources are available and properly used. Tutor, T3, stated;

> *In my college, the principal ensures that the available instructional resources are effectively utilized to support teaching and learning activities.*

These findings underscore the vitality of instructional resources in classroom instruction. This affirms the outcomes of research done in technical institutions in Matungulu Sub-county in which Mutua (2012) revealed that regular physical observation of lesson presentation and use of scholastic materials is the only way a college principal can have a deeper understanding of the quality of the instructional process in the training institution. This indicates that supervision of the utilization of curriculum support materials is crucial in assessing tutors' potential for excellence by watching them conduct a lesson that they have prepared. This empowers principals to recognize gaps and strategize for suitable methods to bridge them by in-servicing the tutor and availing adequate teaching and learning materials.

About one-third (33.2%) of student classroom discipline leaders agree that principals in public technical education institutions rarely consider teachers' classroom discipline management strategies. However, half (50.0%) did not

support this opinion. Table 4.5 shows that more than half (51.4%) of scholar leaders strappingly approve that teachers in unrestricted skills training institutes generally adopt different seating arrangements in their classrooms. However, this was not noticed by the college principal when observing the class, although 18 (15.4%) agreed. On the other hand, only 23.2% of respondents were opposed and 6.8% of respondents were strongly opposed. However, in interviews, the principal and teachers gave the opposite answer and said that the seating arrangement will remain the same. P4 director said:

> *In my college, I usually ensure that classrooms are neat and seating arrangements well-planned. I always observe how tutors arrange their classes to enable students to study in a comfortable environment.*

Tutors also reinforced the views of the heads that seating arrangement plans are often implemented in classes. Tutor, T4, stated;

> *To ensure discipline in my class, my principal often assesses the kind of seating arrangement I always adopt seating arrangements that enable me to have full control of the students during instruction.*

Despite these contradicting views among students, tutors and principals, these findings underscore the significance of seating arrangements concerning the maintenance of students' discipline and effective classroom instruction. The conclusions of this study support those of another study's findings conducted in Canada by Glickman (2011), which showed that classroom observations are frequently used to provide teachers with helpful and critical feedback to improve their classroom management and instructional strategies.

This result is mainly depending on how efficient it is related to the subject's control in the main observation and supervision, depending on the teachers' method responsible for the educational tools and the curriculum assistance data and the

way the teachers manages the rules. It depends a lot. Class. The frequency of these directors produces better educational achievements and completion rates in universities. In order to further determine the relationship between the students' completion rates in observing the class and the class, 14 technical institutions collected data for how often data (often = 5, often = 4, sometimes = 3, rare = = close. 2 and absolute = 1) Customers have noticed in the classrooms in the last five years (2017-2021) and the rate of completion of the students of these institutions. The results are presented in Table 4.6.

Table 4.6: Frequency of Classroom Observation and Students' Completion Rates (%) from 2017 to 2021

Frequency of Classroom Observations	**Students' Completion Rates (%)**				
	2017	**2018**	**2019**	**2020**	**2021**
1	48.03	58.82	52.14	49.03	36.15
4	82.11	77.86	61.08	53.89	51.58
3	81.00	71.56	54.91	49.93	63.57
1	79.03	69.73	54.89	46.85	57.66
2	82.09	76.91	48.98	46.00	54.75
1	77.23	68.74	42.89	55.68	61.75
1	81.41	63.03	59.93	49.88	44.05
1	41.21	67.04	51.41	51.00	51.55
4	88.07	93.93	70.85	65.79	60.99
5	74.29	68.12	64.08	74.02	59.12
3	92.59	89.77	68.99	56.69	69.59
4	93.87	75.73	69.91	70.09	67.81
1	57.01	65.84	54.04	58.81	38.92
2	82.97	69.14	50.94	52.78	47.86

Table 4.6 illustrates that, in publicly funded technical institutions where principals frequently undertake classroom observation activities by tutors, students' completion rates are high. This further corroborates the outcomes of research done in Nigeria by Omiko (2014) which showed that the frequency with which principals undertake classroom observation is crucial and essential to an effective instructional activity for improving tutors' basic teaching techniques and student achievement and completion rates. This also supports the results of research done in Kiambu County by Muthoni (2012) also found that how frequently principals carry out classroom observation of tutors is considered a panacea to completion rates in colleges by yielding valuable insight for the instructor and his/her development as a tutor. This affirms the fact that, to improve classroom pedagogy among tutors, principals must undertake classroom observation regularly. This is geared towards obtaining feedback on the quality of teaching and eventually enhancing students' rates of completion in technical institutions. The above data were run in Pearson's Product Moment Correlation Test Analysis and the fallouts are revealed in Table 4.7:

Table 4.7: Relationship between Frequency of Classroom Observations and Students' Completion Rates (%)

		X1	B	C	D	E	F
X1	Pearson Correlation	1	.541*	.574*	.729**	.727**	.560*
	Sig. (2-tailed)		.046	.032	.003	.003	.037
	N	14	14	14	14	14	14
B	Pearson Correlation	.541*	1	.638*	.504	.267	.669**
	Sig. (2-tailed)	.046		.014	.066	.356	.009
	N	14	14	14	14	14	14
C	Pearson Correlation	.574*	.638*	1	.624*	.310	.663**
	Sig. (2-tailed)	.032	.014		.017	.280	.010
	N	14	14	14	14	14	14
D	Pearson Correlation	.729**	.504	.624*	1	.644*	.435
	Sig. (2-tailed)	.003	.066	.017		.013	.120
	N	14	14	14	14	14	14
E	Pearson Correlation	.727**	.267	.310	.644*	1	.388
	Sig. (2-tailed)	.003	.356	.280	.013		.170
	N	14	14	14	14	14	14
F	Pearson Correlation	.560*	.669**	.663**	.435	.388	1
	Sig. (2-tailed)	.037	.009	.010	.120	.170	
	N	14	14	14	14	14	14

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Key: X1- Frequency of Classroom Observations; B, C, D, E and F-Students' Completion Rates (%) for the Years 2017 to 2021 respectively.

Table 4.7 presents the results of the Pearson Product Moment Correlation Test analysis, showing significant correlation coefficients between teachers' classroom observations of their learning activities and the graduation rates of students in public technical education institutions. The analysis yielded correlation coefficients of r1 = 0.541, r2 = 0.574, r3 = 0.729, r4 = 0.727, and r5 = 0.560, with

corresponding p-values below the predetermined significance level of 0.05. These results indicate that classroom monitoring of teachers' teaching and learning activities plays an important role in determining the quality of education students receive and their completion rates in technical institutions.

4.5 Principals' Supervision of Professional Documents

The investigation's objective was to determine how the supervision of instructors' professional papers by principals affects the completion rates of students at public technical training institutes. Table 4.8 lists responses from student leaders;

Table 4.8: Views of Student Leaders on Principals' Supervision of Professional Documents

Summary of Test Items	SA %	A %	U %	D %	SD %
Principals of public technical training institutions usually ensure that tutors have lesson plans during instruction	39.5	5.5	6.8	40.0	8.2
In public technical training institutions, schemes of work are a requirement for tutors before undertaking any teaching	59.5	23.6	2.7	7.7	6.5
In governmental technical training schools, principals demand tutors to keep lesson notes when conducting teaching	34.1	17.3	4.1	39.1	5.4
In public technical training institutions, the principals supervise whether tutors have professional documents as a way of improving their classroom instruction	13.2	11.4	5.9	63.2	6.3
Principals of public technical training institutions do not bother whether tutors have professional documents or not	39.1	8.2	3.6	40.0	9.1

Table 4.8 shows that to some extent more than a third (39.5%) of the student leaders approved sturdily that administrators of public technical training institutes usually ensure that tutors have lesson plans during instruction while only 5.5% agreed. On the contrary, 40.0% disagreed whereas 8.2% were in strong disagreement. However, during the interviews, the principals and tutors disagreed with the student leaders. They stated that lesson planning is a requirement for all tutors to ensure efficient lesson delivery. Principal, P5, noted;

> *In my technical institution, I always ensure that tutors prepare lesson plans detailing how they intend to execute their lessons and the contents to be covered. Tutors must always submit copies of the same to my office and other professional documents.*

On their part, the tutors expressed similar views as the principals that they usually prepare lesson plans before undertaking any classroom instruction. Tutor, T6, stated;

> *My principal often ensures that I prepare a lesson plan ahead of my teaching and copies are submitted to the principal's office.*

Despite the contradicting views among student leaders, principals and tutors, these findings underscore the vitality of lesson planning as a process of ensuring smooth lesson delivery. These results support the findings of a study conducted by Nolan and Hoover (2011) at a university in South Africa. This study showed that principals see themselves as coaches and teachers, collaborating with teachers to plan lessons and co-teach. Together they understand what is happening in the lecture. This implies that lesson scheduling constitutes a critical constituent of the teaching and learning process since it enhances effective lesson delivery.

Though they noted that it is not fully practised, 59.5% of the student leaders were in robust agreement that, in publicly funded technical training institutes, schemes of work are a requirement for tutors before undertaking any teaching as did 23.6%

who agreed. On the contrary, only 7.7% felt not necessary with 6.5% strongly disagreeing. Despite this finding, only 34.1% also stated that principals require that tutors have lesson notes while undertaking instruction as did 17.3% who agreed. However, most of them (44.5%) were in disagreement. Further, a few of them (13.2%) agreed strongly that, in publicly funded technical training institutes, the principals supervise whether tutors have professional documents as a way of improving their classroom instruction whereas 11.4% agreed.

On the contrary, only 63.2% did not agree while 6.3% disagreed strongly. This was affirmed when only a small proportion (39.1%), of the student leaders stated that principals do not bother whether tutors have professional documents or not whereas 8.2% agreed. In other words, majority (40.0%) disagreed with only 9.1% disagreeing. In contrast to what student leaders stated, the principals and tutors noted that preparation of schemes of work, as well as lesson notes, are mandatory professional requirements that every tutor must undertake for effective teaching to take place. Principal, P6, noted;

> *In my technical institution, I always ensure that all tutors prepare schemes and records of work done as well as lesson notes. This has been aimed at ensuring that students acquire quality training at all times and smoothly complete their studies.*

Tutors also expressed similar views as the principals by stating that their principals always insist that they must prepare schemes of work for a whole term, then records of work covered. Tutor, T6, observed;

> *In my institution, the preparation of professional tools of teaching such as schemes of work, records of work and lesson notes are a must.*

This approach shows that timetables and course grades are important for improving the quality of teaching and learning in technical education institutions. This is

consistent with Glatthorne's (2012) argument that differentiated supervision, which includes training professional resources for teaching, operates on the belief that teaching is a profession and that teachers should have more control as members of the profession. You will grow professionally within the established boundaries of your profession. These results are based on the real response to the problem of monitoring the manufacture of differentiated tools, such as working programs, research notes and tasks, control and collection of cooperation, collecting professional collections and carrying out efficient control over managers' problems. problem. Teachers and teachers and teachers and teachers to identify the information from 14 technical institutions to determine the relationship between 14 and 14 technical institutions (very = 5, especially = 4, sometimes = 4, sometimes = 3, rare = 2). Students of. Monitors academic achievements (2017-2021). The results are presented in Table 4.9.

Table 4.9: Frequency of Principals' Supervision of Professional Documents and Students' Completion Rates (%) from 2017 to 2021

Frequency of Principals' Supervision of Professional Documents	**Students' Completion Rates (%)**				
	2017	**2018**	**2019**	**2020**	**2021**
1	48.03	58.82	52.14	49.03	36.15
4	82.11	77.86	61.08	53.89	51.58
4	81.00	71.56	54.91	49.93	63.57
1	79.03	69.73	54.89	46.85	57.66
2	82.09	76.91	48.98	46.00	54.75
2	77.23	68.74	42.89	55.68	61.75
4	81.41	63.03	59.93	49.88	44.05
1	41.21	67.04	51.41	51.00	51.55
4	88.07	93.93	70.85	65.79	60.99
5	74.29	68.12	64.08	74.02	59.12
5	92.59	89.77	68.99	56.69	69.59
4	93.87	75.73	69.91	70.09	67.81
1	57.01	65.84	54.04	58.81	38.92
2	82.97	69.14	50.94	52.78	47.86

Table 4.9 shows that, in public technical institutions where principals regularly supervision of preparation of professional documents by tutors, their students usually register higher completion rates. This implies that, though not usually the case, frequent supervision of tutors' professional documents plays an important role in improving classroom pedagogy whose consequence is improved rates at which students complete their tertiary education.

These findings further lend credence to the assertions of Sergiovanni (2012) that, in learning institutions where institutional heads constantly monitor educators' instructional activities including the preparation of professional documents by involving tutors in deciding which options for supervision will work well for them, students' completion rates tend to improve. The above data was run through Pearson's Product Moment Correlation Test Analysis and outcomes are recorded in Table 4.10:

Table 4.10: Relationship between Frequency of Principals' Supervision of Tutors' Professional Documents and Students' Completion Rates (%)

		X2	B	C	D	E	F
X2	Pearson Correlation	1	.678**	.536*	.751**	.550*	.586*
	Sig. (2-tailed)		.008	.048	.002	.042	.028
	N	14	14	14	14	14	14
B	Pearson Correlation	.678**	1	.638*	.504	.267	.669**
	Sig. (2-tailed)	.008		.014	.066	.356	.009
	N	14	14	14	14	14	14
C	Pearson Correlation	.536*	.638*	1	.624*	.310	.663**
	Sig. (2-tailed)	.048	.014		.017	.280	.010
	N	14	14	14	14	14	14
D	Pearson Correlation	.751**	.504	.624*	1	.644*	.435
	Sig. (2-tailed)	.002	.066	.017		.013	.120
	N	14	14	14	14	14	14
E	Pearson Correlation	.550*	.267	.310	.644*	1	.388
	Sig. (2-tailed)	.042	.356	.280	.013		.170
	N	14	14	14	14	14	14
F	Pearson Correlation	.586*	.669**	.663**	.435	.388	1
	Sig. (2-tailed)	.028	.009	.010	.120	.170	
	N	14	14	14	14	14	14

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Key: X2- Frequency of Principals' Supervision of Tutors' Professional Documents; B, C, D, E and F-Students' Completion Rates (%) for the Years 2017 to 2021 respectively.

Table 4.10 shows the results of the Pearson product-moment correlation test analysis. This indicates that there is a significant positive correlation between primary monitoring of teaching strategies, teachers' work schedule and daily work schedule, class assessments and class notes, and student completion rates by teachers. National Institute of Technical Education. The correlation coefficients were r1 = 0.678, r2 = 0.536, r3 = 0.751, r4 = 0.550, and r5 = 0.585, and the corresponding p-values were 0.008, 0.048, 0.002, 0.002, and 0.002, respectively. These results suggest that effective principals' monitoring of teacher professional documentation is important for improving student graduation rates in public technical schools.

Thus, the statistics reveal that administrators' monitoring of tutors' creation of professional papers has a considerable impact on learners' graduation rates at governmental technical training institutes. In other words, principals, who frequently supervise how often tutors prepare professional teaching tools, have their technical training institutions churn out students at a faster rate.

4.6 Principals' Instructional Time Management

The study aims to determine how administrators conduct organizing their time activities and how they affect student completion rates at governmental technical training schools. Data were collected from representatives of students and documented in Table 4.11.

Table 4.11: Views of Student Leaders on Principals' Instructional Time Management

Summary of Test Items	SA %	A %	U %	D %	SD %
Principals at government technical training schools guarantee that instructors stick to the schedule during instruction	58.6	18.6	4.1	10.5	8.2
In federal technical training schools, principals ensure that enough time is allotted to various duties	61.8	17.7	4.5	10.9	5.1
Principals of publicly funded technical training schools guarantee effective planning to reduce time for instruction wasters	70.0	10.9	3.2	11.4	4.5
In public technical training schools, teachers seldom use teaching time as allowed in the program	25.5	5.0	3.6	55.0	10.9
The principals of publicly funded technical training schools have not guaranteed that there is appropriate time for instruction	19.1	7.3	5.5	58.2	9.9

As can be seen in Table 4.11, 58.6% of student leaders strongly agree and 18.6% agree with the opinion that the leaders of national technical education institutions ensure that teachers follow the course schedule during the training period. Only 4.1% "undecided", 10.5% "disagree" and 8.2% "strongly disagree". The majority of student counselors (61.8%) completely agree with the opinion that directors of national technical education institutions allocate enough time to various tasks, and 17.7% agree. However, 4.5% "do not intend", 10.9% "disagree" and 5.1% "strongly disagree". Most student instructors (70.0%) strongly agreed, and 10.9%

agreed that the director of the Public Technical Training Center guides students to make appropriate plans to reduce time loss during training.

However, 3.2% uncertain, 11.4% disapprove and 4.5% completely disagreed. While 25.5% of leaders among student stated that professors at publicly funded technical training schools seldom employ the study time allotted by the course schedule, 5.0% agreed. However, 3.6% are unsure, more than half (55.0%) disapprove and 10.9% strongly disapprove. During interviews, administrators and instructors shared the feelings of the majority of student leaders. It was found that the primary timetable governs how teaching and learning are carried out at technical education institutes, and the principal ensures that the specified time is rigorously adhered to. Principal, P7, stated;

> *In my institution, I ensure that all tutors adhere to instructional time as scheduled in the master timetable to allow a smooth flow of teaching and learning activities. In my absence, my deputy takes charge and class representatives (student leaders) have been given class attendance sheets to record when tutors arrive for teaching and when they leave.*

This view was supported by teachers, who noted that school leaders had developed enough strategies so that they rarely missed classes. Teacher T7 said:

> *In my institution, it is not very easy to miss a lesson or fail to adhere to the instructional time as set in the master timetable. My principal constantly monitors instructional activities including involving student leaders who are provided with attendance lists to take notes when a tutor arrives in class to teach and when he or she leaves.*

These findings highlight the important role of planning and post-planning in ensuring the effectiveness of teaching and learning activities in educational institutions. This supports Barbara's (2013) claim that study time management is very important because it involves carrying out important academic activities. According to Barbara (2013), almost every part of teaching takes time, including

planning the day and lessons, managing time, determining how often and for how long to teach different themes, recording student progress and dealing with behavioral problems. Solved. Reduced to a minimum. He found that institutions that adhered to time management guidelines had effective classroom management. These results indicate that various stakeholders believe that proper study time management is critical to the academic success of any institution. This will help reduce excessive paperwork, improve planning, establish practices that prevent wasted time and confusion, and most importantly, create a classroom environment that allows students and activities to flow more easily with one another.

According to the survey, only 19.1% of student leaders strongly agree and 7.3% agree that principals of public technical schools do not provide enough time for education. However, 5.5% are undecided, the majority disagree (58.2%) and 9.9% strongly disagree. Instead, principals indicated that they often planned their free time effectively, devoting significant amounts of time to classroom instructional activities. The main P8 has been identified.

> *Out of the eight working hours, instruction activities are often allocated six hours whereas other activities take up the remaining two hours. Even past the time allocated for instruction, my students are either in the library studying, revising or doing assignments.*

Tutors also agreed with the principals' assertion that time allotted for teaching is usually ample due to careful preparation. Tutor, T8, observed.

> *As much as time may not be enough for all activities, the amount of time allocated for instruction is much more compared to other activities within the institution*

Despite the controversy, these findings highlight the value of instructional time and how important the planning and use of free time is to student success and the ultimate completion of academic programs. This means principals and teachers

must manage their time by assessing, organizing, delegating, balancing and prioritizing, focusing on issues and setting deadlines. In order to establish the correlation between the time management of principals and the graduation rates of students, information was gathered from 14 technical institutions. The data encompassed the frequency at which principals engaged in time management practices, with a scale ranging from very often (scored as 5) to never (scored as 1). The results of the analysis of whether the principals respect the teachers' classroom schedule in the last five years (2017-2021) are presented in.

Table 4.12: Frequency of Monitoring of Tutors' Adherence to Master Time Tables and Students' Completion Rates (%)from 2017 to 2021

Frequency of Monitoring of Tutors' Adherence to Time Tables	**Students' Completion Rates (%)**				
	2017	**2018**	**2019**	**2020**	**2021**
1	48.03	58.82	52.14	49.03	36.15
3	82.11	77.86	61.08	53.89	51.58
3	81.00	71.56	54.91	49.93	63.57
1	79.03	69.73	54.89	46.85	57.66
2	82.09	76.91	48.98	46.00	54.75
2	77.23	68.74	42.89	55.68	61.75
4	81.41	63.03	59.93	49.88	44.05
2	41.21	67.04	51.41	51.00	51.55
4	88.07	93.93	70.85	65.79	60.99
5	74.29	68.12	64.08	74.02	59.12
5	92.59	89.77	68.99	56.69	69.59
4	93.87	75.73	69.91	70.09	67.81
1	57.01	65.84	54.04	58.81	38.92
2	82.97	69.14	50.94	52.78	47.86

Table 4.12 shows that monitoring how teachers spend their time and adhere to class schedules is important in increasing student graduation rates. In other words, principals who regularly check the attendance of teachers at their institutions

enable their institutions to record high academic performance. As Barbara (2013) points out, it is important to continuously monitor the instructional time that teachers use. This will help you decide how long and how often different subjects should be taught and whether time is wasted. The above data was performed using Pearson's Product Moment Correlation Test Analysis and the results are shown in Table 4.13.

Table 4.13: Relationship between Frequency of Monitoring of Tutors' Adherence to Time Tables and Students' Completion Rates (%)

		X3	B	C	D	E	F
X3	Pearson Correlation	1	.587*	.533*	.779**	.622*	.596*
	Sig. (2-tailed)		.027	.050	.001	.018	.025
	N	14	14	14	14	14	14
B	Pearson Correlation	.587*	1	.638*	.504	.267	.669**
	Sig. (2-tailed)	.027		.014	.066	.356	.009
	N	14	14	14	14	14	14
C	Pearson Correlation	.533*	.638*	1	.624*	.310	.663**
	Sig. (2-tailed)	.050	.014		.017	.280	.010
	N	14	14	14	14	14	14
D	Pearson Correlation	.779**	.504	.624*	1	.644*	.435
	Sig. (2-tailed)	.001	.066	.017		.013	.120
	N	14	14	14	14	14	14
E	Pearson Correlation	.622*	.267	.310	.644*	1	.388
	Sig. (2-tailed)	.018	.356	.280	.013		.170
	N	14	14	14	14	14	14
F	Pearson Correlation	.596*	.669**	.663**	.435	.388	1
	Sig. (2-tailed)	.025	.009	.010	.120	.170	
	N	14	14	14	14	14	14

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Key: X3- Frequency of Monitoring of Tutors' Adherence to Time Tables; B, C, D, E and F-Students' Completion Rates (%) for the Years 2017 to 2021 respectively.

Table 4.13 presents the results of the Pearson product-moment correlation test analysis, indicating the correlation coefficients as follows: r1=0.587, r2=0.533,

r3=0.779, r4=0.622, and r5=0.596. The corresponding p-values are 0.027, 0.050, 0.001, 0.018, and 0.025, respectively.

It is noteworthy that all of these p-values are lower than the predetermined significance level of 0.05. Consequently, the findings demonstrate a statistically significant correlation among the variables under investigation. Hence, the data strongly suggest that the time management of principals significantly influences the graduation rates of students in state technical education institutions. As previously stated, judicious management of time used for instruction is seen by several stakeholders as critical to the achievement of learners of any educational institution.

4.7 Principals' Management of Co-curricular Activities in Technical Training Institutions

The study aims to determine how administrators manage co-curricular activities and how they affect graduation rates for learners at governmental technical training institutes. Descriptive data were collected from the leaders of the students, and findings are shown in Table 4.14.

Table 4.14: Views of Student Leaders on Principals' Management of Co-curricular Activities

Summary of Test Items	SA %	A %	U %	D %	SD %
The play environments within public technical training institutions have not been adequately designed, as the principals responsible for their oversight have failed to ensure their quality	55.0	8.6	4.1	10.5	21.8
Principals of publicly funded technical training colleges have failed to provide adequate funding for extracurricular activities	45.0	9.1	3.6	30.1	12.2
Leaders among students have never encountered an instance when administrators at publicly funded technical training schools aid in picking of extracurricular activities	33.2	4.5	5.9	50.9	5.5
In governmental technical training colleges, administrators have not been effective in managing extracurricular activities	25.0	3.2	5.5	60.0	6.3
Principals in publicly funded technical training schools frequently fail to prioritize extracurricular endeavors when performing instructional monitoring.	27.3	7.7	6.4	51.8	6.8

Table 4.14 shows that half of the student representatives (55.0%) completely concurred that principals of publicly owned technical schools have not guaranteed that play spaces are well-organized, whereas 8.6% approved. Only 4.1% were indecisive; 10.5% disapproved, and 21.8% were very much against. A significant majority (45.0%) of student leaders unanimously agreed that administrators at publicly funded technical training institutes did not offer appropriate resources for extracurricular pursuits, whereas 9.1% concurred. However, 3.6% were unsure, 30.1% disapproved, and 12.2% were firmly opposed. During the interviews,

however, administrators reacted to the opposite, stating that their schools frequently have well-designed schoolyards that are well-maintained for the safety of students and that resources are provided for such activities. Principal, P9, stated:

> *I have always ensured that my institution has well-designed play environments with a worker tasked to maintain them daily. Though resources may not be adequate as anticipated, I have always ensured that there is an allocation of the institutional budget for co-curricular activities.*

Tutors also mention that, notwithstanding the budgetary limits of providing cutting-edge play spaces, technical colleges offer playgrounds where numerous extracurricular events may take place. Tutor, T9, noticed

> *In my institution, though not up to standard, there is a playground where students undertake their outdoor and co-curricular activities and sometimes host neighbouring institutions for similar events.*

Despite the differing perspectives of students and faculty, these findings demonstrate how important play settings are for the proper implementation of extracurricular pursuits in any educational institution. These findings confirm Dzansi's (2012) argument that, in order to achieve the goals of co-curricular activities for students' cognitive and psychomotor growth, efficient management of the outdoor playing setting is crucial and should be improved. In other words, planning play settings and providing appropriate resources for extracurricular activities are critical components of management that ensure the smooth operation of diverse extracurricular activities.

The research found that 33.2% of students in leadership positions affirmed that they had never seen principals of public technical training schools assist in deciding on extracurricular events, while 4.5% concurred. However, 5.9% were

unsure, and more over half (50.9%) disapproved, with 5.5% vehemently disagreeing.

Similarly, just a quarter (25.0%) of student leaders were completely in accordance that principals at publicly funded technical training schools had been ineffective in managing extracurricular activities, while 3.2% concurred. Most (60.0%) disapproved, with 6.3% severely disagreeing. Similarly, just 27.3% of students in charge firmly believed that administrators of publicly-funded technical schools do not commonly prioritize extracurricular events while performing instructional supervision, compared to 7.7% who concurred. However, 6.4% were unsure, with more over half (51.8%) disagreeing and 6.8% significantly disagreeing.

During the discussions, the administrators and tutors concurred with the majority of the student organizers on how to handle extracurricular events. They added that administrators have been in the forefront of making sure that extracurricular involvement are carried out properly. The principal, P10, stated:

> *I have always helped my students in the selection of which co-curricular activities to participate in and facilitated such events. I have often provided resources for co-curricular activities, hired coaches to train students, participated in regional and national programmes and even hosted some of the co-curricular activities.*

Tutors reported similar observations, stating that administrators at technical training colleges prioritize extracurricular activities. Tutor, T10, noted.

> *In my institution, other than instructional activities, the next activity is allocated a lot of time in co-curricular activities. There is even a tutor tasked with the coordination of such programmes and preparing a budget for annual events.*

This suggests that while administrators may have little participation in the organizing of extracurricular endeavors, they view co-curricular activities as

critical to students' intellectual development and advancement. The results above back up the outcomes of an Australian study in which Tschannen-Moran and Woolfolk (2011) realized that the administration of extra-curricular activities in college is either successful or fails to achieve effective social skill development as a result of the decisions made by those in charge of the learning environment and accountable for managing such events. Efficient management of co-curricular activities has been noted to build the analytical, inventive, and problem-solving abilities of learners, thereby transforming students from dependency to independency and enabling them to explore their talents (Wachira, 2011). The results presented indicate the importance of cautious management of extracurricular activities in promoting student progress and ultimate academic performance.

In order to establish a deeper understanding of the correlation between the management of co-curricular activities by principals and the rates at which students complete these activities, information was gathered from 14 technical institutions. This data included the number of management activities related to co-curricular activities that were carried out by each principal, such as designing the environment, selecting the activities, providing necessary materials, hiring trainers, and enrolling institutions in regional competitions. Additionally, the completion rates of students from these institutions over the past five years (2017-2021) were also taken into account. The outcomes of this analysis can be found in Table 4.15.

Table 4.15: Number of Management Activities for CCAs Undertaken by Principals and Students' Completion Rates (%) from 2017 to 2021

Number of Management Activities for CCAs Undertaken by Principals	Students' Completion Rates (%)				
	2017	2018	2019	2020	2021
1	48.03	58.82	52.14	49.03	36.15
2	82.11	77.86	61.08	53.89	51.58
3	81.00	71.56	54.91	49.93	63.57
2	79.03	69.73	54.89	46.85	57.66
2	82.09	76.91	48.98	46.00	54.75
1	77.23	68.74	42.89	55.68	61.75
3	81.41	63.03	59.93	49.88	44.05
1	41.21	67.04	51.41	51.00	51.55
4	88.07	93.93	70.85	65.79	60.99
5	74.29	68.12	64.08	74.02	59.12
5	92.59	89.77	68.99	56.69	69.59
4	93.87	75.73	69.91	70.09	67.81
2	57.01	65.84	54.04	58.81	38.92
3	82.97	69.14	50.94	52.78	47.86

The data presented in Table 4.15 demonstrates that when principals actively engage in the administration of co-curricular activities in publicly funded technical institutions, there is a notable increase in students' completion rates. According to Hardman (2012), principals who effectively oversee co-curricular activities ensure that students experience growth in various aspects of their intelligence, including physical, mental, social, and emotional development. Consequently, these institutions have recognized co-curricular activities as a valuable platform for fostering generic skills among students, leading to accelerated rates of educational attainment. The statistical analysis conducted on the aforementioned data utilized

Pearson's Product Moment Correlation Test, and the results are documented in Table 4.16.

Table 4.16: Relationship between the Number of Management of CCAs Undertaken by Principals and Students' Completion Rates (%)

		X4	B	C	D	E	F
X4	Pearson Correlation	1	.650*	.553*	.815**	.664**	.560*
	Sig. (2-tailed)		.012	.040	.000	.010	.037
	N	14	14	14	14	14	14
B	Pearson Correlation	.650*	1	.638*	.504	.267	.669**
	Sig. (2-tailed)	.012		.014	.066	.356	.009
	N	14	14	14	14	14	14
C	Pearson Correlation	.553*	.638*	1	.624*	.310	.663**
	Sig. (2-tailed)	.040	.014		.017	.280	.010
	N	14	14	14	14	14	14
D	Pearson Correlation	.815**	.504	.624*	1	.644*	.435
	Sig. (2-tailed)	.000	.066	.017		.013	.120
	N	14	14	14	14	14	14
E	Pearson Correlation	.664**	.267	.310	.644*	1	.388
	Sig. (2-tailed)	.010	.356	.280	.013		.170
	N	14	14	14	14	14	14
F	Pearson Correlation	.560*	.669**	.663**	.435	.388	1
	Sig. (2-tailed)	.037	.009	.010	.120	.170	
	N	14	14	14	14	14	14

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Key: X4- Number of Management of CCAs Undertaken by Principals; B, C, D, E and F-Students' Completion Rates (%) for the Years 2017 to 2021 respectively.

Table 4.16 presents correlation coefficients (r1 = 0.650, r2 = 0.553, r3 = 0.815, r4 = 0.664, and r5 = 0.560) indicating a strong relationship between efficient management of co-curricular activities and students' abilities in critical analysis,

creativity, problem-solving, and talent exploration. These correlations are supported by p-values below the predetermined level of significance (0.012, 0.040, 0.000, 0.010, and 0.037<0.05). The data clearly demonstrates that the way principals manage co-curricular activities significantly affects students' completion rates in public technical training institutions.

Furthermore, the findings emphasize the crucial role played by effective management of co-curricular activities in enhancing students' completion rates in technical training institutions. Principals' involvement in various activities, such as creating engaging play environments, selecting appropriate co-curricular activities, providing necessary resources, hiring competent trainers, and promoting participation in competitions, greatly contribute to students' overall success in completing their tertiary education.

4.8 Relationship between Principals' Management of Instructional Supervision and Students' Completion Rates

In order to examine the correlation between the instructional supervision practices of principals and the completion rates of students in public technical training institutions, various data were collected. These included information on the frequency of classroom observation, supervision of professional documents, monitoring of tutors' adherence to master time tables, and the number of management activities for CCAs undertaken by principals. These data were presented in the first columns of Tables 4.6, 4.9, 4.12, and 4.15 respectively. Additionally, the average students' completion rates from a sample of 14 institutions over the past five years (2017-2021) were also considered. The results of this analysis can be found in Table 4.17.

Table 4.17: Principals' Management of Instructional Supervision and Students' Completion Rates

Average Students' Completion Rates (Y)	Frequency of Classroom Observation (X1)	Frequency of Supervision of Professional Documents (X2)	Frequency of Instructional Time Management (X3)	Number of Management Activities for CCAs (X4)
48.83	1	1	1	1
65.30	4	4	3	2
64.19	3	4	3	3
61.63	1	1	1	2
61.75	2	2	2	2
61.26	1	2	2	1
59.66	1	4	4	3
52.44	1	1	2	1
75.93	4	4	4	4
67.93	5	5	5	5
75.53	3	5	5	5
75.48	4	4	4	4
54.92	1	1	1	2
60.74	2	2	2	3

Table 4.17 further indicates that effective management of instructional supervision (frequent classroom observation, supervision of professional documents, instructional time management and management of CCAs) by principals determine the extent to which students complete their education in public technical training institutions albeit at different levels. Results in Table 4.17 were subjected to multiple linear regression analysis which generated results shown in Table 4.18:

Table 4.18: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.857[a]	.735	.617	**5.17614**	**.735**	6.244	4	9	.011

a. Predictors: (Constant), Principals' Classroom Observation, Supervision of Professional Documents, Instructional Time Management and Management of CCAs

Table 4.18 presents the findings that the "**R Square Change", R2**, is 0.735, indicating that the management of instructional supervision by principals has a significant influence of 73.5% on the competition rates of students in public technical institutions. These results hold statistical significance as the average p-value, 0.011, is less than the threshold of 0.05. Consequently, it can be inferred that the principals' management of classroom observation, supervision of teachers' professional documents, instructional time, and co-curricular activities directly impact the completion rates of students in public technical training institutions. However, it is important to note that there are other factors not included in the investigated variables that account for 26.5% of the influence on students' completion rates. This finding is further supported by the multiple linear regression model presented in Table 4.19.

Table 4.19: Relationship between Principals' Management of Instructional Supervision and Students' Completion Rates

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	49.152	3.244		15.154	.000		
	X_1	1.710	1.776	**.296**	.963	.361	.312	3.203
	X_2	1.002	3.462	**.187**	.289	.779	.070	14.187
	X_3	.011	3.795	**.002**	.003	.998	.071	14.168
	X_4	2.646	2.176	**.437**	1.216	.255	.228	4.394

a. Dependent Variable: Teacher Productivity in Public Secondary Schools

Key: X1-Classroom Observation; X2-Supervision of Professional Documents; X3-Instructional Time Management and X4-Management of CCAs

Table 4.19 shows a multiple linear regression model of the form; **Students' Completion Rates = 49.152 + 0.296X1 + 0.187X2 + 0.002X3 + 0.437X4 + 5.17614.** This further indicates that students' completion rates are determined by a

combination of principals' management of different aspects of instructional supervision. The constant value of 49.152 indicates that students' completion rates is not only determined by principals' management of instructional supervision only but also on a multiplicity of other factors that were not under investigation (25.5%). These include students' family background, parents' support as well as tutors' preparedness.

4.8.1 Test for Multicollinearity

From Table 4.19, Vector Inflation Factors (VIF)) are greater than 1 (VIF (3.203, 14.187, 14.168 and 4.394>1. This means that the variables under investigation, that is, principals' management of classroom, supervision of teachers' professional documents, instructional time management and management of CCAs, are independent and thus not internally correlated.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This provides a summary of the major findings, conclusions and recommendations.

5.1 Summary of Research Findings

The discoveries are drawn as per the study objectives; assessing the status of students' completion rates in public technical training institutions as well as the influence of principals' classroom observation, supervision of professional documents, instructional time management and coordination of extracurricular activities at governmental technical training schools.

5.1.1 Status of Students' Completion Rates in Public Technical Training Institutions

The investigation found that there is a substantial concern with high dropout rates among students enrolled in government-sponsored technical training schools. As a result, students' completion rates have been uneven. Despite a steady growth in the overall number of students who finish their college courses, many publicly listed technical training schools continue to struggle to reach a graduation rate of more than 90%.

5.1.2 Principals' Classroom Observations

From the study findings, principals undertake classroom observation activities as a strategy for improving instruction and students' completion rates. These activities include supervision of tutors' class attendance, teaching methods, use of instructional resources and management of classroom discipline and seating arrangements.

However, the study revealed that principals rarely take time to undertake classroom observation activities owing to their busy schedules. These outcomes confirm the fact that regular classroom observations are important since they create room for principals to see the activities which take place in classrooms, putting them in a better position to assess the instruction process, help tutors and inspire the teaching atmosphere in their training institutions, whose result is improved students' completion rates. In other words, there exists a relationship between principals' classroom observation and students' completion rates.

This was supported by running Pearson's Product Moment Correlation Analysis at a 95.0% confidence interval (p-value = 0.046, 0.032, 0.003, 0.003 and 0.037<0.05). As noted earlier, this implies that, though not usually undertaken, classroom observation of teaching and learning activities of tutors plays an important role in determining the quality of education which students acquire and the extent to which their education in training institutions.

5.1.3 Principals' Supervision of Professional Documents

The study established that activities undertaken by principals to supervise tutors' professional documents like schemes of work, lesson plans and lesson notes effect learner's completion rates in publicly funded technical training institutions. However, the investigation revealed that principals rarely create time to personally supervise whether tutors have a professional document or not despite underscoring the fact such tools smoothen the process of classroom instruction and lesson delivery. In other words, supervision of the preparation of differentiated instruments such as lesson notes, plans for the work and documentation of the work are crucial in instruction since it fosters collegiality, and cooperation,

emphasizes the significance of professionalizing instruction and is a realistic answer to the problem of time for administrators to offer effective supervision. To support this, Pearson's Product Moment Correlation Analysis at a 95.0% confidence interval (p-value = 0.008, 0.048, 0.002, 0.042 and 0.028<0.05). This further indicates that principals, who frequently supervise how often tutors prepare professional teaching tools, have their technical training institutions churn out students at a faster rate.

5.1.4 Principals' Instructional Time Management

The research discovered that school principals actively participate in activities related to instructional time management, which have a direct influence on the rates at which students complete their studies in publicly funded technical training schools. These activities encompass ensuring that tutors adhere to the designated schedule for instruction, allocating suitable time for different activities, and implementing efficient planning strategies to minimize any wastage of instructional time. Consequently, it is evident that the effective management of instructional time and meticulous planning play a pivotal role in enhancing the rates at which learners successfully complete their education in technical training institutes.

The significance of time in education and the importance of careful planning and efficient use of time are highlighted in this statement. These factors play a crucial role in ensuring students' success and the successful completion of their learning programs. This assertion is backed by the findings of Pearson's Product Moment Correlation Analysis, which was conducted with a 95.0% confidence interval. The

analysis revealed p-values of 0.027, 0.050, 0.001, 0.018, and 0.025, all of which are less than the significance level of 0.05.

This suggests that administrators' educational time management initiatives help students complete their technical training programs.

5.1.5 Principals' Management of Co-curricular Activities

The quantitative and qualitative data revealed that principals play a critical role in ensuring the smooth running of extracurricular pursuits and how such activities impact students' completion rates at governmental technical training institutes. These activities involve developing play environments, selecting CCAs, providing funds, recruiting coaches, and ensuring participation in regional competitions. However, the poll discovered that, while most administrators are rarely involved in the actual design of CCAs, they understand its relevance in learners' general development and advancement. Furthermore, judicious administration of extracurricular affairs is critical for them to contribute to student progress and eventual academic achievement.

Pearson's Product Moment Correlation Analysis was conducted with a 95.0% confidence interval (p-value = 0.012, 0.040, 0.000, 0.010, and 0.037 < 0.05). These findings thus confirm that activities undertaken by principals, such as designing play environments, selecting CCAs, providing resources, hiring trainers, and ensuring that institutions participate in competitions, have a significant impact on the rate at which students complete their tertiary education.

5.2 Conclusions

Based on the statistics shown above, dropout rates among learners in public technical training schools have been high, resulting in varying learner completion rates. Though the number of students completing their college education has steadily increased, numerous governmental technical training institutes have yet to reach student completion rates of more than 90%. Principals undertake classroom observation activities as a strategy for improving instruction and students' completion rates. Such activities include supervision of tutors' class attendance, teaching methods, use of resources for instruction and management of classroom discipline and seating arrangements. However, principals rarely take time to undertake classroom observation activities owing to their busy schedules.

From the mixed findings, activities undertaken by principals to supervise tutors' professional documents influence students' completion rates in public technical training institutions. These include ensuring that tutors prepare professional documents during instruction. However, the study revealed that principals rarely create time to, personally supervise whether tutors have a professional document or not despite underscoring the fact such tools smoothen the process of classroom instruction and lesson delivery.

Principals in public technical training institutions are responsible for managing instructional time effectively, which directly impacts students' completion rates. They ensure that tutors follow the designated schedule, allocate sufficient time for different tasks, and plan strategically to minimize any time wastage during instruction. The management of instructional time and the careful planning involved in it are crucial factors in enhancing students' completion rates in

technical training institutions. Both quantitative and qualitative findings indicate that principals also play a significant role in managing co-curricular activities and their influence on students' completion rates. These activities encompass various aspects such as designing play environments, selecting co-curricular activities, providing necessary resources, hiring coaches, and encouraging participation in regional competitions. However, the study reveals that while principals may not be directly involved in the planning of co-curricular activities, they recognize their importance in fostering the holistic growth and development of students.

5.3 Recommendations

The research makes these recommendations:

i Despite their busy schedule and administrative task, the principals should create time to undertake regular classroom observation of tutors.

ii The principals should constantly supervise whether tutors prepare professional documents or not. This enables them to understand whether students are receiving quality education as intended.

iii Principals and instructors should ensure that the timetabled length is used for excellent education, rather than just verifying the timings of arrival and departure.

iv The Ministry of Education should spend more resources to improve co-curricular activity infrastructure. This may be combined with collaboration with other statehooders to give resources and improve the quality of facilities for CCAs at governmental technical training institutes.

v The Ministry of Education ought to formulate a policy which demands that principals should undertake training on instructional supervision of teaching staff.

5.3.1 Suggestions for Further Research

i A study should be carried out to assess how the attitudes of tutors and students influence students' completion rates in public technical training institutions;

ii Research could be undertaken to examine the effect of the socio-economic status of students on their completion rates in public technical training institutions;

iii A study should be done to determine how principals' management strategies on learners' completion rates in public technical training institutions.

iv A study should be undertaken to establish the degree to which principals' characteristics influence the management of instructional supervision in public technical training institutions.

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APPENDICES

APPENDIX I

INTRODUCTORY LETTER

July 2021

Dear Sir/Madam,

RE: PERMISSION FOR CONDUCTING THE RESEARCH

I am currently enrolled as a Ph.D. student in Educational Management at Kenyatta University. As part of my investigation, I will study the **Principals' Management of Instructional Supervision as a Determinant of Students' Completion Rates in Public Technical Training Institutions in Kiambu County, Kenya.** Your institution has been selected to take part in this study, and the data that is gathered will be used for academic purposes.

Your help and cooperation would be highly appreciated.

Thank you.

Yours sincerely,

Mercy Wambui Mwaura

APPENDIX II

INFORMED CONSENT FORM

Dear participants,

The investigator is a Kenyatta University doctoral candidate in educational management. My subject is: **Principals' Management of Instructional Supervision as a Determinant of Students' Completion Rates in Public Technical Training Institutions in Kiambu County, Kenya.** In this study, I will appeal to you to spare a moment as you will be asked a few questions. I commit to preserve your confidentiality and privacy about the information you. Your identity will not be revealed in any of the materials, and only the investigator will gain access to the material you give. You are participating voluntarily, and you are free to decline participation at any time before and during the research. Kindly note that there will be no reimbursement for your participation. If you are willing to be a part of this research, please append your signature to the form below.

Participant:

| --- | --- | --- |
| Participant's code | Signature | Date |

Researcher:

| --- | --- | --- |
| Researcher's name | Signature | Date |

APPENDIX III

QUESTIONNAIRE FOR STUDENT LEADERS

Please, tick (√) against your most appropriate answer

Section A: Demographic Information

1. Gender: Male [ ] Female [ ]
2. Year of Study

   Year I [ ] Year II [ ] Year III [ ]

Section B: Students' Completion Rates in Public Technical Training Institutions

1. Please, indicate the number of students who have graduated from your institution for the last five years (2017 to 2021)

Years	**No. of Students Graduated from Technical Training Institutions**
2017	
2018	
2019	
2020	
2021	

Section C: Principals' Classroom Observations in Public Technical Training Institutions

1. Rate how often your principal conduct classroom observation

   Very Often (5) [ ] Often (4) [ ]

   Sometimes (3) [ ] Rarely (2) [ ] Never (1) [ ]

2. Rate how you agree with these statements on principals' management of classroom observations in your technical institution

Key: **SA**-Strongly **A**gree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	**Test Items**	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
1	In my college, the principal always supervises my tutors' class attendance as a way of improving instruction					
2	My college principal rarely supervises teaching methods my tutors adopt to improve classroom instruction					
3	While conducting classroom observation, my principal frequently assesses how my tutors use instructional resources during instruction					
4	In my college, the principal rarely assesses my tutors' strategies for managing classroom discipline					
5	My tutors usually adopt different seating arrangements in my class, though this has not been the focus of my college principal during classroom observation					

Section D: Principals' Supervision of Preparation of Professional Documents in Public Technical Training Institutions

1. Rate how you agree with these statements on principals' supervision of your tutors' professional documents in your technical institution

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My college principal generally makes sure that my instructors have assignments to follow throughout instruction					
2	In my college, plans of work are required for instructors before commencing any instruction					
3	In my college, my principal needs instructors to have notes on hand while providing teaching					
4	In my college, the principal oversees whether tutors have official paperwork as a means of boosting their educational experience in the classroom					
5	My college principal disregards if instructors have official documentation or not					

Section E: Instructional Time Management

1. Rate how you agree with these statements on instructional management of time by administrators in your technical institute

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My college principal ensures that tutors adhere to time-table during instruction					
2	In my college, the principal ensures that enough time is allotted for diverse duties					
3	My college principal makes sure that adequate preparation is done to reduce instructional time wasters					
4	In my college, instructors seldom use teaching time as given in the timetable					
5	In my college, the principal has not secured enough time for instruction					

Section F: Management of Co-Curricular Activities

1. Rate how you agree with these statements on principals' management of co-curricular activities in your technical institution

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My college principal has not ensured that play environments are well-designed					
2	My college principal has not provided adequate resources for co-curricular activities					
3	I have never seen any occasion where my principal helps in the selection of co-curricular activities					
4	In my college, the principal has not been effective in the management of co-curricular activities					
5	My college administration seldom prioritizes extracurricular pursuits when performing instructional supervision					

Thank you,

Mercy Wambui Mwaura

APPENDIX IV

INTERVIEW GUIDE FOR PRINCIPALS OF TECHNICAL TRAINING INSTITUTIONS

Section A: Demographic Information

1. Gender:…….
2. What is your highest level of education?.....

Section B: Students' Completion Rates in Public Technical Training Institutions

1. What is the number of students who have graduated from your institution for the last five years (2017 to 2021)?……

Section C: Principals' Management of Classroom Observations in Technical Training Institutions

1. Which classroom observation activities do you often undertake during instructional supervision?

   ……
2. How often do you undertake classroom observation?

   ……
3. To what extent have your classroom observation activities influenced completion rates among students in your technical training institution?

   ……

Section D: Principals' Supervision of Tutors' Professional Documents in Technical Training Institutions

1. Which tutors' professional documents do you supervise?

   ……
2. How does your supervision of tutors' professional documents influence students' completion rates in your technical institution?

   ……

Section E: Instructional Time Management in Public Technical Training Institutions

1. What are some of the instructional time management activities you undertake while conducting instructional supervision in your technical training institution?.....

2. How does your management of instructional time impact the completion rates of students in your technical institution? .....

Section F: Management of Co-Curricular Activities

1. What are some of the activities you undertake in the management of co-curricular activities?.....

2. To what extent does your management of co-curricular activities influence students' completion rates in your technical institution?.....

3. Thank you,

   Mercy Wambui Mwaura

APPENDIX V

INTERVIEW GUIDE FOR TUTORS IN TECHNICAL TRAINING INSTITUTIONS

Section A: Demographic Information

1. Gender:…….
2. What is your highest level of education?.....

Section B: Students' Completion Rates in Public Technical Training Institutions

1. What is the number of students who have graduated from your institution for the last five years (2017 to 2021)?.....

Section C: Principals' Classroom Observations in Public Technical Training Institutions

1. Which classroom observation activities does your principal undertake during instructional supervision?.....

2. How often does your principal undertake classroom observation?.....
   .....

3. To what extent have your principal's classroom observation activities influenced completion rates among students in your training institution?.....
   .....

Section D: Principals' Supervision of Professional of Professional Documents in Public Technical Training Institutions

1. Which professional documents does your principal supervise?.....
   .....

2. How does your principal's supervision of professional documents influence students' completion rates in your technical institution?.....
   .....

……

Section E: Instructional Time Management

1. What are some of the instructional time management activities your principal undertakes while conducting instructional supervision in your technical training institution?.....

   .....

2. How does your principal's management of instructional time impact the completion rates of students in your technical institution? .....

   .....

Section F: Management of Co-Curricular Activities

1. What are some of the activities undertaken by your principal in the management of co-curricular activities?.....

   .....

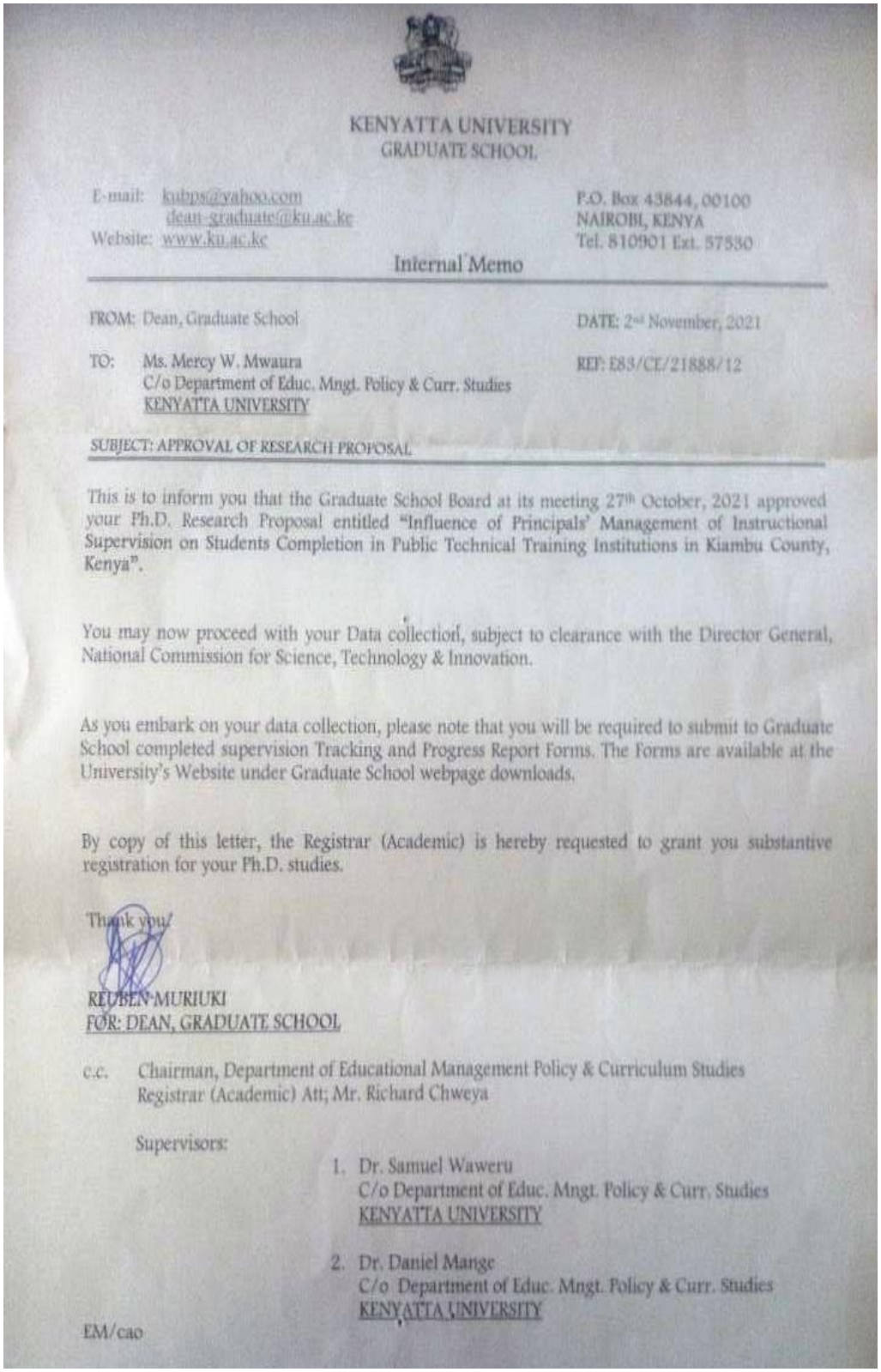
2. To what degree does the management of co-curricular activities by your principal impact the completion rates of students in your technical institution?..

   .....

Thank you,
Mercy Wambui Mwaura

APPENDIX VI

ETHICAL CLEARANCE FROM THE GRADUATE SCHOOL OF KENYATTA UNIVERSITY



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 2nd November, 2021

TO: Ms. Mercy W. Mwaura
C/o Department of Educ. Mngt. Policy & Curr. Studies
KENYATTA UNIVERSITY

REF: E83/CE/21888/12

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting 27th October, 2021 approved your Ph.D. Research Proposal entitled "Influence of Principals' Management of Instructional Supervision on Students Completion in Public Technical Training Institutions in Kiambu County, Kenya".

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking and Progress Report Forms. The Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational Management Policy & Curriculum Studies
Registrar (Academic) Att; Mr. Richard Chweya

Supervisors:

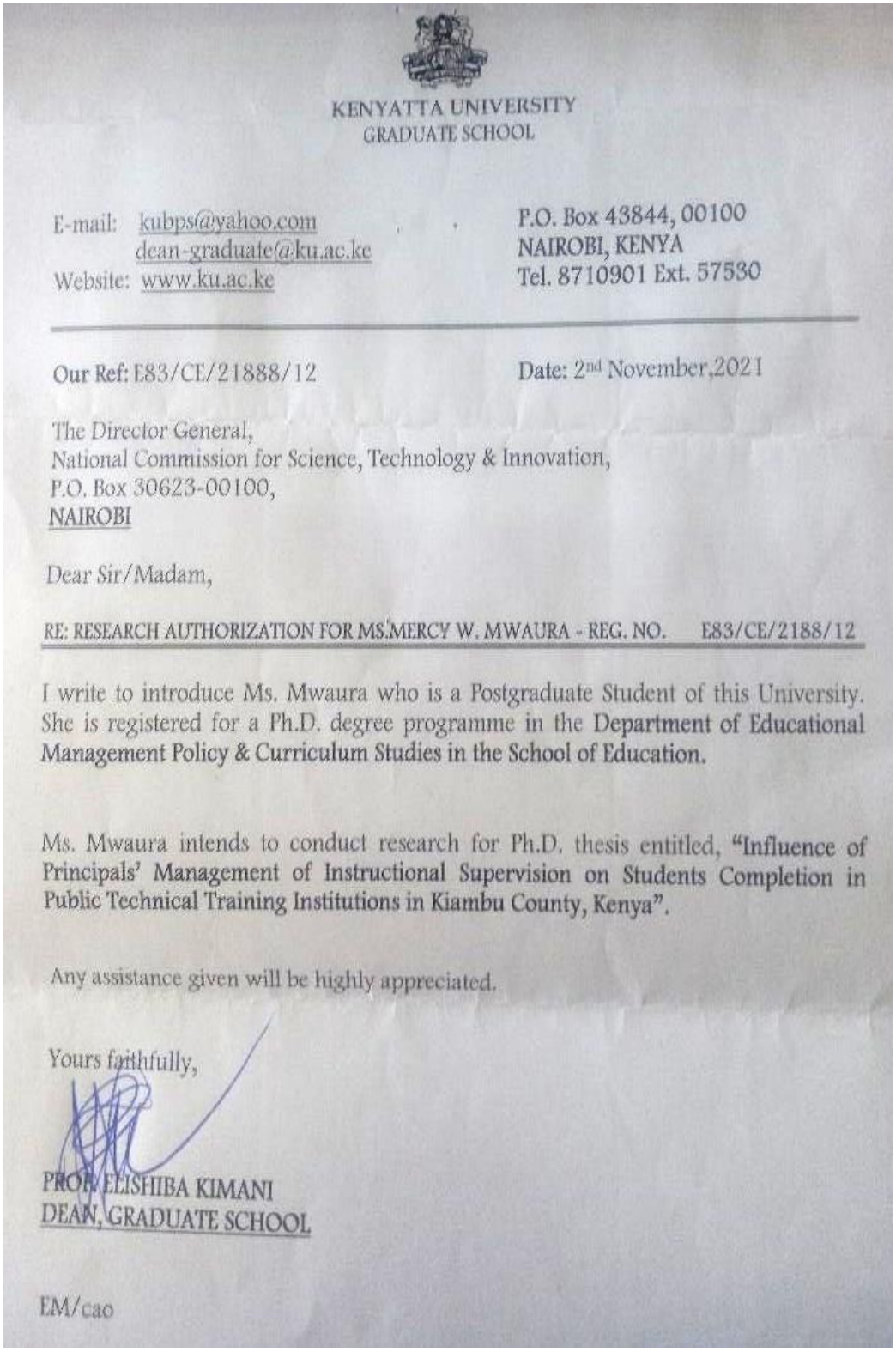
1. Dr. Samuel Waweru
   C/o Department of Educ. Mngt. Policy & Curr. Studies
   KENYATTA UNIVERSITY

2. Dr. Daniel Mange
   C/o Department of Educ. Mngt. Policy & Curr. Studies
   KENYATTA UNIVERSITY

EM/cao

APPENDIX VII

INTRODUCTION LETTER FROM THE GRADUATE SCHOOL OF KENYATTA UNIVERSITY



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E83/CE/21888/12

Date: 2nd November,2021

The Director General,
National Commission for Science, Technology & Innovation,
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS.MERCY W. MWAURA - REG. NO. E83/CE/2188/12

I write to introduce Ms. Mwaura who is a Postgraduate Student of this University. She is registered for a Ph.D. degree programme in the Department of Educational Management Policy & Curriculum Studies in the School of Education.

Ms. Mwaura intends to conduct research for Ph.D. thesis entitled, "Influence of Principals' Management of Instructional Supervision on Students Completion in Public Technical Training Institutions in Kiambu County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

EM/cao

APPENDIX VIII

AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **424263**

Date of Issue: **19/November/2021**

RESEARCH LICENSE

This is to Certify that Ms.. MERCY MWAURA WAMBUI of Kenyatta University, has been licensed to conduct research in Kiambu on the topic: INFLUENCE OF PRINCIPALS' MANAGEMENT OF INSTRUCTIONAL SUPERVISION ON STUDENTS' COMPLETION RATES IN PUBLIC TECHNICAL TRAINING INSTITUTIONS IN KIAMBU COUNTY, KENYA for the period ending : 19/November/2022.

License No: **NACOSTI/P/21/14382**

424263

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX IX

RESEARCH AUTHORIZATION LETTER FROM THE COUNTY

DIRECTOR OF EDUCATION, KIAMBU

MINISTRY OF EDUCATION

State Department of Early Learning and Basic Education

Telephone: Kiambu (office) 0768 970412

Email:directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/DEPT/ 8/VOL.I

24th November, 2021

Ms. Mercy Mwaura Wambui
Kenyatta University
P.O Box 43844 - 00100
NAIROBI, KENYA

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter NACOSTI/P/21/14382 dated 19th November, 2021.

You have been authorized to research on **"Influence of Principals' management of instructional supervision on students' completion rates in public technical training institutions in Kiambu County, Kenya"** for a period ending 19th November, 2022.

Please accord her the necessary assistance. You are requested to share with us a copy of your research findings when you conclude your research.

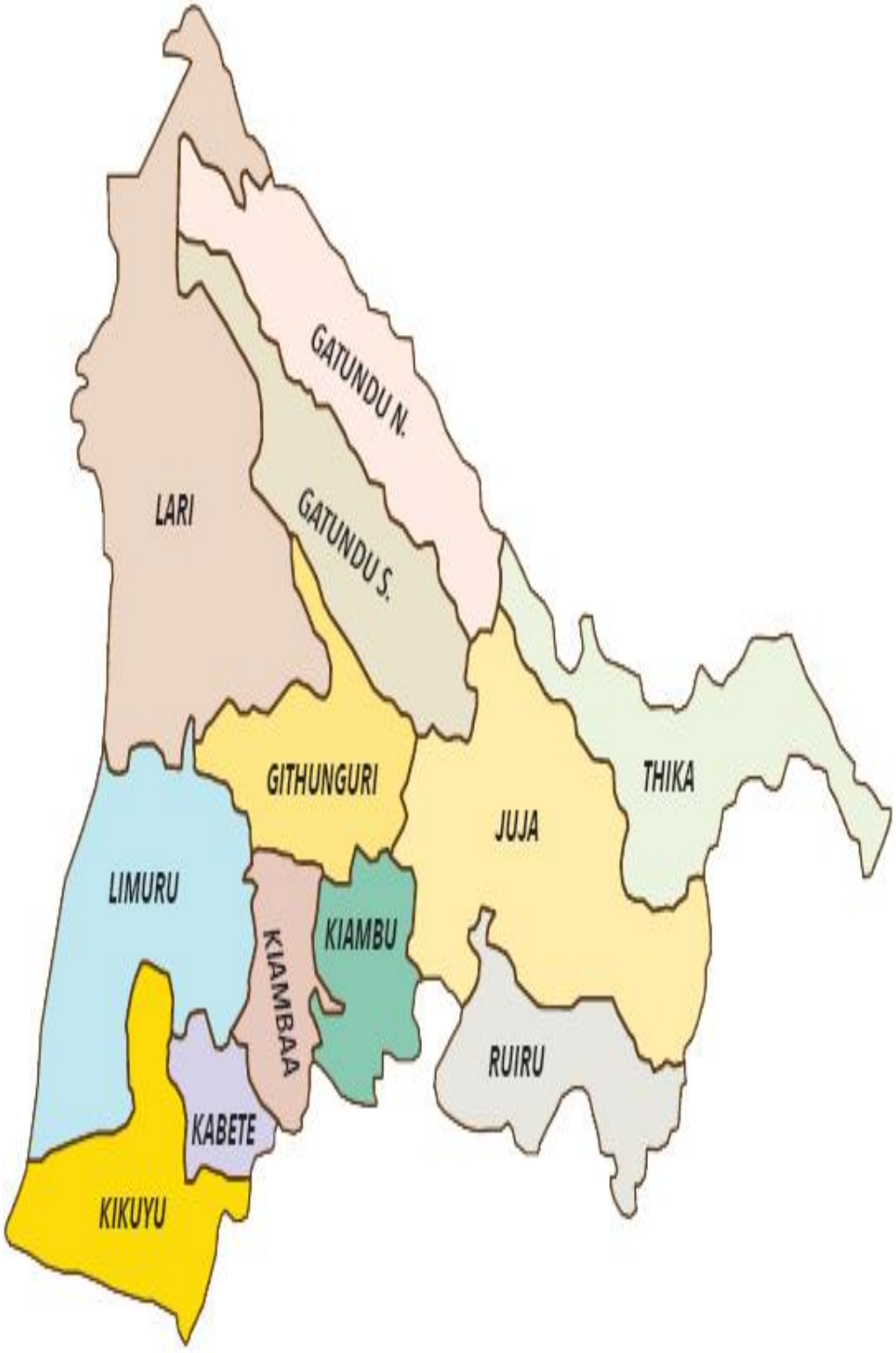
COUNTY DIRECTOR OF EDUCATION
24 NOV 2021
KIAMBU COUNTY

AGNES THEURI
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

MY EDUCATION, MY FUTURE *MY EDUCATION, MY FUTURE*

APPENDIX X

THE MAP OF KIAMBU COUNTY



Source: IEBC (2012)