



DELOCALIZATION POLICY ON PRINCIPALS' CURRICULUM SUPERVISION IN SECONDARY SCHOOLS IN LOITOKITOK SUB-COUNTY

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ABSTRACT

The concept of delocalization encompasses the transfer of teachers by their employers either voluntarily or involuntarily to another location which is not necessarily the county of the teacher's origin. The transfer of principals in some schools faced succession related disruptions. More so, the academic performance of the secondary schools has been on a downward trend where the examination malpractices were observed nationally. This study sought to establish the influence of delocalization policy on principal management of students' discipline in secondary schools in Loitokitok Sub County. The study was guided by Collegial Leadership Theory and Agency Theory. The research design for the study was descriptive design with case study approach. There are 22 secondary schools in Loitokitok Sub-County therefore, the target population comprised of all the 22 principals and 286 teachers in Secondary Schools in Loitokitok Sub County in Kajiado County. The target population was stratified into three categories namely; Boys, Girls and Mixed Secondary Schools whereby 11 schools representing 50% were sampled with a total of 204 teachers. All the 11 Principals of the sampled schools were selected purposively while 30% of the 204 teachers of the sampled schools were sampled using simple random method. This resulted to an overall sample size of 72 respondents. Primary data was utilized which was collected using a questionnaire. Data was analyzed with SPSS using descriptive and Pearson correlation statistics to explore variable relationships. The study found that curriculum supervision strongly correlates with teacher motivation ($r=0.739$, $p=0.000$), but not significantly with principal performance. It was recommended that since principals demonstrate good management skills, education stakeholders should invest in continuous leadership training and mentorship programs for school leaders. School Boards and education offices should recognize and incentivize effective principals to maintain high standards of school leadership.

Key words: *Delocalization, Principal Management, Curriculum Supervision, School Discipline, Leadership Training*

INTRODUCTION

The delocalization policy on principals' curriculum supervision in secondary schools in Loitokitok Sub-County is a critical area of investigation, considering the broader implications of principal transfers on instructional leadership. According to the national framework, principals play a pivotal role in curriculum implementation, supervision, and ensuring that educational standards are met within their schools (Teachers Service Commission, 2020). The policy of delocalization, which involves transferring principals away from their home regions to foster national cohesion and fairness, has direct consequences on their capacity to effectively supervise curriculum delivery.

Research indicates that delocalization can both positively and negatively influence curriculum supervision. On the positive side, delocalized principals may bring new pedagogical approaches, promote innovation, and facilitate the sharing of best practices across different regions (Mutunga et al., 2023). Such cross-regional exposure can enhance the quality of curriculum supervision by encouraging diverse instructional strategies and fostering professional growth. Conversely, studies have also shown that frequent transfers disrupt the continuity of curriculum oversight, leading to gaps in supervision, inconsistent implementation of curricula, and reduced accountability (Mulkeen, 2018). In the context of Loitokitok, where infrastructural and resource challenges are prevalent, the effectiveness of principals in supervising curriculum activities is further compromised when transfers are abrupt or poorly planned. Furthermore, the cultural and contextual adaptation of principals is crucial for effective curriculum supervision. Wanzala (2022) notes that principals transferred into remote areas like Loitokitok often face difficulties integrating into local communities, which can affect their ability to monitor and support teachers effectively in curriculum delivery. The lack of familiarity with local needs and learner contexts may hinder tailored instructional supervision, thereby impacting student learning outcomes. Additionally, the mobility of principals due to delocalization policies can lead to a decline in morale and motivation, which are essential for persistent and proactive curriculum oversight (Wekesa, 2022).

In Loitokitok, preliminary observations suggest that while some principals have successfully adapted to their new environments and enhanced curriculum supervision, others face challenges related to logistical constraints, cultural differences, and family separation. These challenges potentially diminish the quality of curriculum oversight, affecting the overall educational standards in the sub-county. As such, evaluating the specific impacts of

delocalization on curriculum supervision is vital for understanding how to optimize leadership practices within this policy framework.

In conclusion, the implementation of delocalization policies in Loitokitok has significant implications for principals' capacity to supervise the curriculum effectively. While the policy aims to promote fairness and national integration, its success in enhancing curriculum supervision depends on addressing contextual challenges and providing adequate support systems for principals in their new postings (Teachers Service Commission, 2022). This underscores the need for tailored interventions that consider local dynamics, ensuring that curriculum supervision remains robust despite the disruptions caused by principal transfers.

STATEMENT OF THE PROBLEM

The effectiveness of curriculum supervision by principals is crucial for ensuring quality education and successful curriculum implementation in secondary schools. In Loitokitok Sub-County, the frequent transfers of principals due to the delocalization policy have raised concerns about the continuity and consistency of curriculum oversight. These transfers often result in disruptions that hinder principals' ability to monitor and support teachers effectively, which can negatively impact instructional quality and student learning outcomes. The challenges are compounded by the region's geographical location, cultural diversity, infrastructural limitations, and resource constraints, all of which make adaptive and sustained curriculum supervision more difficult. Additionally, the constant movement of principals can lead to reduced teacher motivation and decreased accountability, further affecting curriculum delivery. Despite the policy's goal of promoting fairness and regional integration, it appears to undermine the stability necessary for consistent curriculum oversight, potentially leading to declines in academic performance and overall school effectiveness. This situation underscores the importance of examining how delocalization influences principals' capacity to supervise the curriculum, support teachers, and maintain educational standards in border and rural contexts like Loitokitok. The study therefore, sought to find out whether the current delocalization policy enhances or hampers principals' ability to effectively supervise curriculum implementation, and how these effects influence overall school performance in the sub-county.

PURPOSE OF THE STUDY

The purpose of this study is to investigate the influence of the delocalization policy on principals' curriculum supervision in secondary schools in Loitokitok Sub-County.

LITERATURE REVIEW

Curriculum supervision is one of the most critical responsibilities of a school principal, as it directly influences the quality of teaching and learning in schools. According to Squires (2022), curriculum supervision entails guiding teachers through managing instruction, facilitating assessment activities, and monitoring learner progress to ensure that planned learning outcomes are achieved. In this sense, the principal functions as both an instructional leader and a quality assurance officer whose duty is to guarantee that teaching and learning adhere to national standards and policies. Marete (2020) similarly underscores that the principal sets the framework for teaching and learning by developing school-level policies, coordinating instructional programs, and ensuring that curriculum delivery is effectively implemented across subjects and departments.

In Kenya, as in many parts of the world, principals' delocalization has a profound impact on their ability to perform curriculum supervision effectively. The Teachers Service Commission (TSC) introduced this policy in 2018 to promote professionalism, equity, and national cohesion (TSC, 2022). However, the relocation of principals to new cultural, linguistic, and administrative environments has had mixed outcomes for curriculum supervision and delivery. Delocalization can positively influence curriculum supervision by exposing principals to diverse educational practices and enhancing their instructional leadership capacity. When principals are transferred to new regions, they bring along experiences, innovative strategies, and best practices acquired from their previous schools. This cross-pollination of ideas contributes to the improvement of teaching methodologies and curriculum management in the host schools. Bellibas and Gedik (2023) affirm that effective instructional leadership entails managing curriculum implementation, facilitating assessment processes, and evaluating teaching programs all of which benefit from exposure to varied educational settings.

Globally, Harris and Spillane (2019) assert that leadership mobility enhances principals' adaptability and encourages professional learning through exposure to different teaching contexts. In countries such as Singapore and Finland, where principals are regularly rotated among schools, this movement fosters consistency in curriculum standards

and helps weaker schools to benefit from the expertise of more experienced instructional leaders. Regionally, in Nigeria and South Africa, delocalization or leadership mobility has been used to strengthen instructional supervision and promote national cohesion. Bush (2022) notes that principals who have served in diverse regions often demonstrate a broader understanding of curriculum policies and are better equipped to monitor classroom practices objectively. By supervising curriculum implementation free from local political or familial influence, delocalized principals can ensure that teaching and assessment strictly adhere to prescribed national standards.

In the Kenyan context, delocalized principals have contributed to raising academic standards in schools that previously underperformed due to weak instructional management. Wanyonyi (2022) observed that principals transferred from high-performing urban schools introduced structured lesson observation schedules, departmental supervision tools, and frequent review of learners' progress records in rural schools. These strategies improved both curriculum coverage and assessment consistency. Moreover, delocalized principals tend to be more result-oriented, as they strive to establish credibility in new environments through visible improvements in curriculum delivery and academic outcomes.

While delocalization brings positive professional diversity, it also presents several challenges that can undermine effective curriculum supervision. One of the main challenges is contextual unfamiliarity. Principals transferred to new regions often lack a deep understanding of the local socio-cultural environment, learners' backgrounds, and community attitudes toward education. Bush and Oduro (2019) argue that this unfamiliarity can limit a principal's ability to contextualize the curriculum and provide appropriate instructional support to teachers. For example, a principal transferred from an urban school to a remote rural school may face difficulties in aligning teaching expectations with available resources and learners' needs.

Language barriers and cultural differences can further complicate supervision. In Ghana, Adu-Gyamfi (2021) found that principals relocated to communities speaking different local languages struggled to communicate instructional expectations effectively, leading to inconsistencies in curriculum delivery. Similarly, in Kenya, Okita (2022) observed that delocalized principals faced difficulties in communicating with both teachers and parents, which delayed the implementation of school improvement plans and monitoring of curriculum progress. Another challenge associated with delocalization is the disruption of established professional relationships. Curriculum supervision

requires a high level of collaboration and trust between principals and teachers. When a principal is newly posted, especially from outside the region, teachers may be reluctant to cooperate or may resist new supervisory approaches. Arif, Asghar, and Mukhtar (2020), in their study on leadership and curriculum implementation in Punjab, found that teacher characteristics and attitudes significantly mediate the relationship between principals' leadership styles and effective curriculum implementation. In Kenya, similar sentiments have been echoed by Marete (2020), who noted that resistance from teachers and community stakeholders often hampers the ability of delocalized principals to enforce curriculum supervision schedules and performance standards effectively.

Resource disparities between regions further affect curriculum management under delocalization. Principals transferred from well-resourced urban schools may initially struggle to adapt to rural schools with limited instructional materials, inadequate infrastructure, and poor teacher motivation. These environmental constraints limit their capacity to supervise teaching and learning effectively. As Ng, Barron, and Swami (2024) point out, teacher-centered activities such as lesson plan evaluation, assessment moderation, and classroom observation depend on adequate resources and a supportive working environment factor that are often inconsistent across counties.

Finally, delocalization may also lead to psychological and emotional strain on principals, which indirectly affects their performance in curriculum supervision. When school heads are relocated away from their families and social networks, they experience stress, isolation, and adjustment challenges that reduce their effectiveness in instructional leadership (Maduabum, 2021). These emotional burdens can divert their focus from curriculum management tasks, leading to lapses in monitoring and evaluation. Principals' delocalization exerts a complex influence on curriculum supervision in secondary schools. On one hand, it promotes professionalism, objectivity, and the dissemination of innovative instructional practices across regions. On the other hand, it may hinder effective supervision due to contextual unfamiliarity, cultural barriers, teacher resistance, and emotional challenges. The extent to which delocalized principals succeed in curriculum supervision largely depends on institutional support systems, their adaptability, and the availability of adequate resources. Therefore, while delocalization remains an important policy for promoting equitable leadership distribution, it must be accompanied by robust capacity-building and contextual support mechanisms to ensure that principals maintain high standards of curriculum implementation and instructional leadership in their new environments.

THEORETICAL FRAMEWORK

The Collegial Leadership Theory is highly relevant to the topic of delocalization policy and principals' curriculum supervision in secondary schools in Loitokitok Sub-County. According to Bush (2005), this theory emphasizes the importance of shared decision-making, mutual respect, and collaboration among school stakeholders, including principals, teachers, and the community. In the context of delocalization, the transfer of principals to unfamiliar environments disrupts existing relationships, trust, and collaborative networks essential for effective collegial leadership. Such disruptions can hinder principals' ability to foster teamwork, participate in participatory decision-making, and support teachers in curriculum implementation, all of which are crucial for maintaining instructional standards and improving student outcomes. When principals are transferred away from familiar settings, they require time to build new alliances and understand local school cultures, which temporarily diminishes their capacity to lead collegially and may negatively impact curriculum supervision and overall school performance.

Similarly, the theory of distributed leadership, as articulated by Harris (2003) and Sergiovanni (2019), emphasizes the importance of shared leadership responsibilities within a school community, relying on trust and respect for effective collaboration. Delocalization can undermine this shared leadership model by forcing principals into new environments where they have yet to establish credibility and trust, thereby impeding their ability to mobilize teachers and stakeholders towards common educational goals. The theory suggests that for effective curriculum supervision and school development, principals must cultivate shared visions and collaborative practices, which are often disrupted by frequent transfers, thus affecting their capacity to lead instructional improvement effectively.

Agency Theory also offers valuable insights into this context. As proposed by Jensen and Meckling (1976), this theory examines the relationship between principals as agents and the stakeholders (such as the Teachers Service Commission, government, and parents) as principals or employers. In the setting of delocalization, principals are expected to act in the best interests of their employers by providing effective curriculum supervision and leadership. However, delocalization policies may create conflicts of interest, reduce motivation, or lead to opportunistic behavior among principals, especially if transfers are perceived as punitive or disruptive. Such policies may diminish principals' morale and commitment, thereby affecting their performance in curriculum supervision. The separation of ownership and control highlighted by agency theory suggests that policies like delocalization could lead to

principal disengagement or reduced accountability, ultimately impacting the quality of curriculum delivery and student learning outcomes in secondary schools.

In summary, the Collegial Leadership Theory underscores the importance of collaborative relationships and shared decision-making, which are often challenged by principal transfers under delocalization policies. Conversely, Agency Theory highlights potential conflicts of interest and motivation issues that can arise from such policies, influencing principals' performance in curriculum supervision. Both theories collectively suggest that delocalization may disrupt the leadership dynamics essential for effective curriculum oversight in secondary schools in Loitokitok Sub-County.

RESEARCH METHODOLOGY

This study employed a Case Study design to explore the effects of delocalization policy on the performance of principals in secondary schools in Loitokitok Sub-county, Kajiado County, Kenya. This qualitative approach enabled a deeper understanding of the phenomenon within its specific social and geographic context, capturing the subtle effects of delocalization on school leadership, administration, and student discipline. Focusing on Loitokitok, which faces unique challenges due to its proximity to the Tanzanian border and diverse ethnic composition, allowed the researcher to examine contextual factors influencing leadership effectiveness. The case study methodology supports multiple data collection methods such as interviews, observations, and document analysis, which increases reliability and validity through triangulation. The target population consisted of 22 secondary schools, consisting of 22 principals and 286 teachers, who were selected through stratified and random sampling techniques to ensure representativeness and minimize bias. A sample of 11 schools (50%) was selected, which included all the principals of these schools and 30% of the teachers were randomly sampled. Data was collected using questionnaires, which included background information, discipline management, curriculum implementation, infrastructure and performance of principals. Prior to data collection, a pilot study tested the instruments for clarity and validity, with content validity ensured through expert review. Reliability was established through the test-retest method and internal consistency assessment, yielding a Cronbach's alpha of 0.82, indicating high reliability. Data collection procedures included obtaining permission from relevant authorities and employing the drop-and-pick method for questionnaire distribution. Data analysis was conducted using SPSS, applying descriptive statistics and Pearson's correlation to examine relationships between variables.

FINDINGS

The researcher sought to examine the influence of delocalization policy on principal curriculum supervision in secondary schools in Loitokitok Sub County. The respondents were requested to indicate the extent to which they agreed with statements on curriculum supervision and principals' performance. The findings are shown in table below.

Table 1. Curriculum Supervision on Principals Performance

Statements	N	Mean	Std. Dev
Syllabus coverage has been done timely in the last 3years.	64	3.906	0.526
Principal are Perfect in curriculum supervision	64	4.266	0.445
All teachers in this school have adequate experience on teaching integrated Curriculum	64	4.297	0.460
The principal is effective in setting the framework for teaching and learning, developing policies, and ensuring timely curriculum delivery.	64	4.094	0.526
I supervise all activities by teachers in teaching and learning, and give feedback to teachers	64	4.188	0.588
I have attended in-service courses on Curriculum implementation	64	4.344	0.479

Source: Researcher (2025)

From the findings, the respondents agreed that they have attended in-service courses on curriculum implementation (mean=4.344), followed by all teachers in this school have adequate experience on teaching integrated Curriculum (mean=4.297), principal are Perfect in curriculum supervision (mean=4.266), I supervise all activities by teachers in teaching and learning, and give feedback to teachers (mean=4.188), the principal is effective in setting the framework for teaching and learning, developing policies, and ensuring timely curriculum delivery (mean=4.094), and that syllabus coverage has been done timely in the last 3years (mean=3.906). This depicts that the respondents have attended in-service courses on curriculum implementation. The findings agree with a study by Guskey, (2022) who emphasizes that in-service training plays a crucial role in equipping educators with practical skills and up-to-date knowledge required for effective curriculum implementation. Training enhances teacher confidence and improves instructional practices aligned with curriculum goals.

PEARSON CORRELATION ANALYSIS RESULTS

The correlation analysis in the study reveals that curriculum supervision is significantly and positively related to teacher motivation ($r = 0.739$, $p = 0.000$). This indicates that effective curriculum oversight enhances teachers' pedagogical strategies, confidence, and satisfaction, as supported by Wanzare (2022) and Oyewole and Adetoro (2022). This suggests that principals' ability to supervise curriculum directly impacts teachers' motivation, which is crucial for instructional quality in secondary schools. However, curriculum supervision did not show a significant relationship with principal performance, implying that other factors may influence principal effectiveness beyond curriculum oversight.

In the context of the delocalization policy, these findings highlight that transferring principals to new environments could disrupt the continuity and effectiveness of curriculum supervision. Since curriculum supervision is closely tied to teacher motivation and instructional quality, frequent transfers may impair principals' ability to provide consistent guidance, thereby affecting teachers' pedagogical practices and overall school performance. The significant relationship between curriculum supervision and teacher motivation underscores the importance of stable leadership for sustaining effective curriculum oversight, especially under delocalization policies.

Supporting studies by Wanzare (2022) emphasize that effective instructional supervision boosts teaching quality and professional satisfaction, while Oyewole and Adetoro (2022) note that curriculum supervision enhances pedagogical strategies. Therefore, delocalization that undermines principals' capacity to lead curriculum supervision could negatively influence teacher motivation and, consequently, student learning outcomes. Overall, these findings suggest that policies like delocalization need to consider the critical role of stable curriculum supervision by principals to maintain instructional quality in secondary schools in Loitokitok Sub-County.

SUMMARY OF THE FINDINGS

The study investigated the influence of delocalization policy on principal curriculum supervision in secondary schools in Loitokitok Sub-County. The findings reveal that principals and teachers generally perceive curriculum supervision positively, with high agreement that principals are effective in setting frameworks, developing policies, and ensuring timely syllabus coverage. Respondents also indicated that they have attended in-service courses on

curriculum implementation and that teachers possess adequate experience in teaching integrated curricula, highlighting a strong foundation for effective curriculum oversight.

A Pearson correlation analysis showed a significant and strong positive relationship between curriculum supervision and teacher motivation ($r = 0.739$, $p = 0.000$). This suggests that effective curriculum supervision enhances teachers' pedagogical strategies, confidence, and job satisfaction, aligning with prior research by Wanzare (2022) and Oyewole and Adetoro (2022), who emphasize the importance of instructional supervision and training for boosting teacher motivation. However, curriculum supervision did not significantly correlate with principal performance, indicating that other factors may influence leadership effectiveness.

In the context of delocalization, these findings imply that frequent transfers of principals could disrupt the continuity and quality of curriculum supervision, thereby negatively impacting teacher motivation and instructional quality. Since curriculum oversight is closely linked to teachers' motivation and pedagogical effectiveness, instability in leadership might hinder the consistent delivery of the curriculum and affect overall school performance. Supporting studies reinforce that effective instruction and teacher confidence are rooted in stable, well-led supervision practices. Consequently, policies like delocalization should consider the critical role of stable principal-led curriculum supervision to sustain instructional quality and enhance student outcomes in secondary schools within the sub-county.

CONCLUSION

The study concluded that teacher motivation is significantly influenced by both curriculum supervision and infrastructure. The study emphasizes the crucial role of stable principal-led curriculum supervision in boosting teacher motivation and instructional quality. Policies that involve frequent principal transfers, known as delocalization, pose a threat to this stability. They have the potential to disrupt effective curriculum oversight and have a negative impact on student learning outcomes. To maintain high-quality education in Loitokitok Sub-County, policymakers should prioritize the importance of consistent leadership in curriculum supervision. This recognition is key to enhancing teacher confidence and pedagogical effectiveness. By ensuring stable supervision practices, continuous curriculum delivery will be supported, overall school performance will improve, and student achievement will ultimately benefit.

RECOMMENDATIONS FOR PRACTICE

The positive impact of in-service training on curriculum implementation emphasizes the need for the Ministry of Education and TSC to regularly organize professional development workshops focusing on curriculum supervision, assessment techniques, and modern pedagogical practices. Principals should also receive training in ICT integration skills to enhance digital learning supervision and ensure that curriculum coverage aligns with national education standards.

RECOMMENDATIONS FOR FURTHER RESEARCH

Research can be conducted to explore the perspectives of teachers, students, and parents on how decentralized principals impact school operations, discipline, academic performance, and stakeholder engagement.

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