

## Abstract

KCSE Performance in Public secondary schools in Makueni County, Kenya has consistently declined between 2014 and 2018. Although no empirical studies have explained the cause of the decline, Principals' instructional supervision practices may have contributed to the trend necessitating the need for an investigation. This study investigated Influence of Principals' Instructional Supervision Practices on Kenya Certificate of Secondary Education (KCSE) Performance in Public Secondary Schools in Makueni County, Kenya. The objective of the study was to establish the influence of principals' instructional supervision practices on KCSE performance in public secondary schools in Makueni County, Kenya. The hypothesis for the study was that there is no statistically significant relationship between principals' instructional supervision practices and students' performance in KCSE in public secondary schools in Makueni County, Kenya. The study employed mixed methods research design. The rationale for using the method is that it combines both qualitative and quantitative data within a single study hence complementing each other by integrating their strengths. The target population was all principals and teachers of public secondary schools in Makueni County. The study employed stratified sampling technique for schools, equal allocation sampling technique for both principals and teachers for quantitative phase while maximal variation sampling was used for qualitative phase. Means, percentage and frequencies were used to determine the distribution of variables under study among the respondents and represented in tables and figures. Pearson correlation coefficient was used to test the relationship between principals' instructional supervision practices and KCSE performance in public secondary schools in Makueni County. The results for quantitative phase indicated that the coefficient of correlation ( $r$ ) for the objective was 0.6 at significance level of 0.04. Principals interviewed attested that they embraced instructional supervision practices. The study concluded that principals of public secondary schools in Makueni County, Kenya applied effective instructional supervision practices that positively influenced KCSE performance and that principals' instructional supervision practices influence students' KCSE performance in public secondary schools in Makueni County. The study recommends that principals be trained on specific instructional supervision strategies to enhance their effectiveness in instructional leadership.