

**ASSESSMENT OF THE PRINCIPALS' ADMINISTRATIVE STRATEGIES ON INFLUENCE ON FACILITATION OF TEACHERS' PROFESSION DEVELOPMENT AND PROVISION OF TEACHING-LEARNING RESOURCES ON STUDENTS' PERFORMANCE IN KCSE IN MASABA SOUTH-SUB COUNTY, KISII COUNTY, KENYA**

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**ABSTRACT**

The growth rate of teacher training in Kenya is tremendously increasing in secondary school education sector. The rapid growth rate has been accelerated by demand for education by the 100% transition requirement from primary schools to secondary schools. With this growth rate there is increased demand for qualified, competent and effective secondary school principals. The study was to assess the principals' administrative strategies on influence on facilitation of teachers' professional development and provision of teaching-learning resources on students' academic performance in KCSE examinations in Masaba South sub-county, Kisii County in Kenya. The study was guided by the scientific management theory reviewed on Principles of Scientific Management (Taylor, 2001) and The Social System Theory based on Luhmann (1998). The study adopted quantitative and qualitative research design through two sets of Questionnaires administered to Principals and teachers respectively. The results shows that most students were not taught by well trained teachers hence contributing to poor performance, 75% of head teachers as well as 81.3% of classroom teachers indicated facing the challenges of inadequate teachers hence contributing to poor performance. The findings also revealed that head teachers' strategy on provision of teaching learning resources influenced students' performance in KCSE, 75.0% of the schools did not have adequate text books, 62.5% of head teachers indicated that the classrooms were not adequate; the same number had inadequate toilets, playground with the same number not having, laboratories and library. The above findings show that schools did not have adequate resources which affected performance in the schools. The findings of the study revealed that head teachers' strategy on ensuring adequate staffing levels affected students' performance in KCSE. The study concluded that strategy on provision of teaching learning resources influenced students' performance in KCSE. The findings show that schools did not have adequate resources which affected the academic performance in the schools. The study recommended that the head teachers should ensure there is an adequate staffing level so that teaching and learning can be effective and hence improved academic performance. The secondary school principals should also ensure that there is adequate Provision of learning resources to enhance students' academic performance.

**1.0 INTRODUCTION**

The growth rate of teacher training in Kenya is tremendously increasing in secondary school education sector. The rapid growth rate has been accelerated by demand for education by the

100% transition requirement from primary schools to secondary schools. With this growth rate there is increased demand for qualified, competent and effective secondary school principals. The poor secondary school performance in KCSE examinations in the Masaba South Sub-County has persevered despite the fact that the schools in the sub county have well qualified school principals and teachers. The study was to assess the principals' administrative strategies on the influence of facilitation of teachers' professional development and provision of teaching-learning resources on students' academic performance in KCSE examinations in Masaba South sub-county, Kisii County in Kenya.

The researcher purposefully chose Masaba South Sub-County, Kisii County since the researcher was teaching there and has been there for long time hence making data collection easy. The researcher also realized that poor academic performance denied most students in Masaba South Sub-County an opportunity to progress up in the academic ladder. The study was conducted in public secondary schools in Masaba South Sub County in Kisii County and it involved head teachers and classroom teachers. Instruments for data collection in this study relied on questionnaires and interview schedules.

## **2.0 LITERATURE REVIEW**

The principals' influence of facilitation of teachers' professional development and provision of teaching-learning resources on students' academic performance contributes a vital segment of the learning condition. Satisfactory instruction and learning assets affect students' academic performance. Winn and Green (2015) indicate that these teaching-learning resources are vital in light of the fact that the school utilizes them to propel the learning openings offered to the students and furthermore enable them to enhance academic performance.

Wanzare (2012) declares that physical structures like offices, laboratories and classrooms are crucial for students in the educating and learning circumstances. Any hint of insufficiency prompts dissatisfaction among teachers and students and adversely influences academic performance. Cerit (2009) says that the availability and utilization of instructional materials influence the viability of teachers' lessons as well as the nature of training of the students in getting the accessibility or absence of instructional materials. It is in this manner that accessibility of instructional materials affects student academic performance.

As indicated by The Global Monitoring Report on Education (GMRE) for all, students' entrance to instructing and learning is an essential factor that determines on quantity and quality they learn (UNESCO, 2008). Ololube (2006) did an assessment to set up how the accessibility of physical offices influence the understudies' execution in Botswana. The study uncovered that school physical structures and offices had an immediate connection to the instruction quality estimated as far as student academic performance. This suggests that the principals ought to guarantee that schools have the required educating and learning resources which effect on great academic performance.

Pavan and Reid (2000) found that a noteworthy level of human resource bolster was imperative and that students' academic performance would not have been conceivable without legitimate money related help. Educating and learning materials are basic fixings in learning, and the expected program can't be effortlessly executed without them. No important educating and learning happen without satisfactory asset materials (Stauffer and Mason, 2013).

The accessibility and nature of asset material and the accessibility of proper offices affect students' academic performance (Howe, 2001). Ayere et al (2010) in an investigation on connection amongst educating and learning assets accessibility and execution in Nigeria schools and utilizing a sample of 250 respondents found that no noteworthy relationship exists between school offices accessibility in Nigeria schools and student academic performance. It was likewise noticed that a large portion of the hardware, instruments, and workshop offices were either separated or harmed or incapacitated and they are not supplanted neither redesigned (Cerit, 2009).

Wanzare (2012) found that the majority of the NFE learning focuses had no physical structures; they needed furniture, instructional materials and facility learning conditions. This was, along these lines, extremely die-rousing to learning and ugly to students subsequently obstructed academic performance. As aforementioned, the principals need to guarantee that there are sufficient instructing and learning assets in schools to encourage learning and consequently enhance students' academic performance.

Howe (2001) asserts that teachers assume a key part intervening and passing on existing open learning to their students, keeping in mind the end goal to grow new comprehension in school classrooms and the nature of educator understudies talk is critical. The researched interchange of a teacher conviction, showing practices and sexual orientation based, student education impact classrooms communication, amid learning exercises advocates that understudy can be made free masterminds by encouraging open doors for dynamic inclusion in their own learning by addressing and showing issues for students to fathom. This approach builds up the students' higher request of reasoning, learning issues tackling, basic leadership and henceforth magnificent execution in their examination (Stauffer and Mason, 2013).

As indicated by Howe (2001), the principal is the leader in a school, the point where many aspects revolve, and the individual accountable for everything about the running of the school, be it administrative or academic. The principal ought to be associated with settling on the greater part of the choices of the school which incorporates encouraging teachers' improvement. An attentive principal will upgrade teacher's advancement by giving chance to their improvement.

Manaseh (2016) underscored that the principle must know about the preparation requirements for teachers. The real objectives of staff preparing is the change of worker's performance after some time. Successful educator improvement can expand efficiency, prompt more noteworthy occupation fulfillment and lower turnover. It empowers workers to grow better comprehension of their work and furnish the capacity to adapt to hierarchical, social and mechanical changes. In this manner, the principals need to encourage their teachers' improvement to expand proficiency.

Successful teacher improvement has been recognized as a beyond any doubt interest in human resource of an association with both prompt and long-run benefits. Principals in powerful schools thus include themselves in guaranteeing that teachers get open door for in-benefit preparing (Government of the Republic of Kenya, 2008). As an instructional leader, the school principal enhances instructional programs in his/her school by guaranteeing that teachers have the training (Kusi, 2008).

The reviewed literature in relation to the principals' influence of provision of teaching-learning resources and facilitation of teachers' professional development on students' academic performance indicates a research gap in Masaba South sub-county. The poor academic performance in the sub- County has been declining despite the way that the schools in Masaba South sub-county have well gifted teachers and qualified head teachers.

### **3.0 RESEARCH METHODOLOGY**

The study adopted mixed methods approach which involved 275 respondents reached through interviews and questionnaires. In the study, quantitative research design was useful in obtaining empirical information for research questions while qualitative research helped in emphasizing the importance of looking variables in the natural setting which were found. The qualitative data was necessary to complement quantitative data by exploring participants' feelings and meaning associated with head teachers' administrative strategies on academic performance of students KCSE among public secondary schools.

The exploration plan in this study used descriptive survey design which was esteemed reasonably since it portrayed the situation as they exist without control of the free factors. Descriptive design was used to gather information based on the principals' strategies on the influence of facilitation of teachers' professional development and provision of teaching-learning resources on students' academic performance in KCSE examinations in Masaba South sub county, Kisii County in Kenya.

This study targeted 275 respondents. Target population of the study for this study comprised of 25 head teachers because of their positions and responsibility of heading the schools in public secondary schools and 250 teachers since they were crucial in the implementation of policies and teaching primarily through teaching roles in public secondary schools in Masaba South Sub County. Simple random sampling technique was used in the study since it involves giving a number to every subject or number of target population placing the numbers in the container and any number is picked at random. This sampling technique ensured that each member of the target population had equal chance of being selected in the sample (Mugenda & Mugenda, 2003)

Two sets of Questionnaires were administered to head teachers and teachers. Kothari (2004) asserts that questionnaires give respondents time and freedom to express their views and also to make suggestions. Questionnaires were divided into section A that dealt with demographic information of the respondents and section B that dealt with objectives of the study.

The researcher then inspected the collected questionnaires to ensure that they are correctly and comprehensively filled. Only the questionnaires that were completely filled were sorted and coded. The data gathered was also categorized through grouping and ordering in readiness for data analysis so as to find answers to each research question (Kombo and Tromp, 2006). Both qualitative and quantitative techniques were employed for data analysis. The researcher coded, tabulated responses into specific categories and computed them appropriately using the SPSS software. This was used to make frequency distribution tables, graphs and calculation of percentages. Qualitative data was analyzed thematically by content analysis.

### **4.0 REASERCH FINDINGS AND DISCUSSION**

The research findings present results on: demographic characteristics of the study of respondents and the principals’ influence on facilitation of teachers’ professional development and provision of teaching-learning resources on students’ academic performance in KCSE examinations in Masaba South sub county, Kisii County in Kenya.

**4.1 Demographic characteristics of the study of respondents**

The demographic data of the principals were based on their gender, age, academic qualification, job group, the duration they had served as head teacher and the position they held prior to assuming the position of a principal.

**4.1.1 Gender of Head Teachers and Teachers**

The study respondents include both male and female in Masaba South sub-county as shown in table 1

**Table 1: Gender of the respondents**

Gender	Head Teachers		Teachers	
	F	%	F	%
Male	7	87.5	60	80
Female	1	12.5	15	20
<b>Total</b>	<b>8</b>	<b>100</b>	<b>75</b>	<b>100</b>

Source: Researcher, 2018

Table 1 shows that the male head teachers dominated as the school heads, representing 87.5% while female head teacher represented 12.5%. This was because there was only one girl’ secondary school in the sub-county headed by female head teacher. This was an indication that the majority of the head teachers were male, implying that there was an imbalance on gender in administration roles. The number of male and female teachers who participated in the study was male 60 representing 80% while female 15 representing 20%. This was a clear indication that male teachers were more than female teachers in the sub –county. These findings revealed that there was gender disparity at all levels of the study.

**4.1.2 Academic qualification of Head Teachers and Teachers**

The distribution of head teachers and teachers in schools is shown in table 2

**Table 2: Distribution of the head teachers and teachers by professional qualification**

Gender	Head teachers		Teachers	
	F	%	F	%
Diploma in education	2	25	20	26.7

B.ed	5	62.5	50	66.7
M.ed	1	12.5	5	6.6
Phd	0	0	0	0
<b>Total</b>	<b>8</b>	<b>100</b>	<b>75</b>	<b>100</b>

**Source:** Researcher, 2018

Table 2 shows that, the majority of the head teachers, representing 62.5% had bachelor's degree as their highest qualification and one of the head teachers representing 12.5% had a Master's degree while two head teachers representing 25% had a diploma. These findings shows that the respondents had the required qualification to head secondary schools in Masaba south sub-county and would understand the administrative strategies influencing students' academic performance among public secondary schools. Similarly, from table 3 50 out of 75 teachers had Bachelor's degree representing 66.7% while 20 out of 75 teachers had a Diploma in education representing 26.7% and those with a Master's degree were 5 representing 6.7%. From these findings it can be assumed that the majority of the teachers had the required qualification for the study since the minimum qualification for the one to teach at secondary level in Kenya is a diploma in education.

#### 4.1.3 Length of service of Head Teachers and Teachers in the current station

Distribution of head teachers and teachers according to the length of the service in the current station is shown in the table 3.

**Table 3: Length of service of Head Teachers and Teachers in the current station**

Gender	Head Teachers		Teachers	
	F	%	F	%
1-5years	2	25	14	18.7
6-10years	5	62.5	48	64
11-15years	1	12.5	8	10.7
16years and above	0	0	5	6.6
<b>Total</b>	<b>8</b>	<b>100</b>	<b>75</b>	<b>100</b>

**Source:** Researcher, 2018

Findings from table 3, it is observed that majority of the head teachers, representing 62.5% had headed schools for a period of between 6-10 years, three out of eight head teachers had headed between 1-5 years representing 25% and only one head teacher had headed between 11-15 years representing 12.5%. There was no head teacher who had headed any school for 16 years and above. Teachers on the other side, majority of them, 48 out of 75 representing 64% were

in the bracket were of teaching experience of 6-10 years, 14 out of 75 teachers had a teaching experience of between 1-5 years representing 18.7%, those with 11-15 years of teaching experience were 8 out of 75 teachers representing 10.7% and above 16 years and above of teaching experience were five representing 6.6%. The study finding shows that, head teacher and teachers had adequate experience and knowledge in heading and teaching in these schools in Masaba south sub-county. Based on the number of years in the current station, they would give information about the administrative strategies affecting students' academic performance in Masaba south sub-county.

#### 4.1.4 General School Performance

**Table 4: Head teachers' response on school performance**

Rating	Response		Percentage (%)	
	F	%	F	%
Very Good	0	0		
Good	1	12.5		
Satisfactory	2	25		
Not satisfactory	5	62.5		
<b>Total</b>	<b>8</b>	<b>100</b>		

**Source:** Researcher, 2018

The results in the table 4 shows that most schools, 5 out of 8 representing 62.5% had a performance that was not satisfactory, 2 of the schools representing 25% had results that were satisfactory while only one school representing 12.5% had a good result. This was an indication that most students had performed poor and research was necessary to assess the contributing factors to this poor performance.

#### 4.2: Influence of head teachers' provision of teaching learning resources on students' performance in KCSE

To assess the head teachers' strategy on provision of teaching learning resources on students' academic performance in KCSE, the head teachers were asked to indicate the adequacy of teaching learning materials in their schools. The data is shown in table 5.

**Table 5: Head teachers' rate on adequacy of teaching learning resources**

Teaching Learning resources	Very adequate		Adequate		Not adequate	
	F	%	F	%	F	%

Textbooks	0	0.0	2	25.0	6	75.0
Libraries	0	0.0	3	37.5	5	62.5
Laboratories	1	12.5	2	25.0	5	62.5
Toilets for boys and girls	1	12.5	3	37.5	3	75.0
Water	1	12.5	4	50.0	3	37.5
Play grounds	0	0.0	3	37.5	5	62.5
Class rooms	1	12.5	2	25	5	62.5

**Source:** Researcher, 2018

Data shows that majority 75.0% of head teachers indicated that textbooks and toilets in their schools were not adequate, 62.5% of the head teachers indicated that libraries, laboratories, class rooms and playground were inadequate. Data also shows that (3) of the principals indicated water in their schools were inadequate. Responses from head teachers shows that schools did not have adequate teaching learning resources hence affecting performance of students. Resources are important because the school use them to advance learning offered to students to improve academic performance (Bell and Rhodes 1996). This implies that head teachers should ensure that schools have the required teaching learning resources which impact on good academic performance. The physical facilities are vital to students in teaching learning processes (Anadu 1990). The inadequacy leads to frustrations among teachers and students and negatively affects academic performance.

**Table 6: Teachers' rate on adequacy of teaching learning resources**

Teaching Learning resources	Very adequate		adequate		Not adequate	
	F	%	F	%	F	%
Textbooks	13	17.3	17	22.7	45	60.0
Libraries	3	4.0	24	32.0	48	64.0
Laboratories	0	0.0	24	32.0	51	68.0
Toilets for boys and girls	4	5.3	21	28.0	50	66.7
Water	3	4.0	24	32.0	48	64.0
Play grounds	2	2.7	22	29.3	51	68.0

**Source:** Researcher, 2018

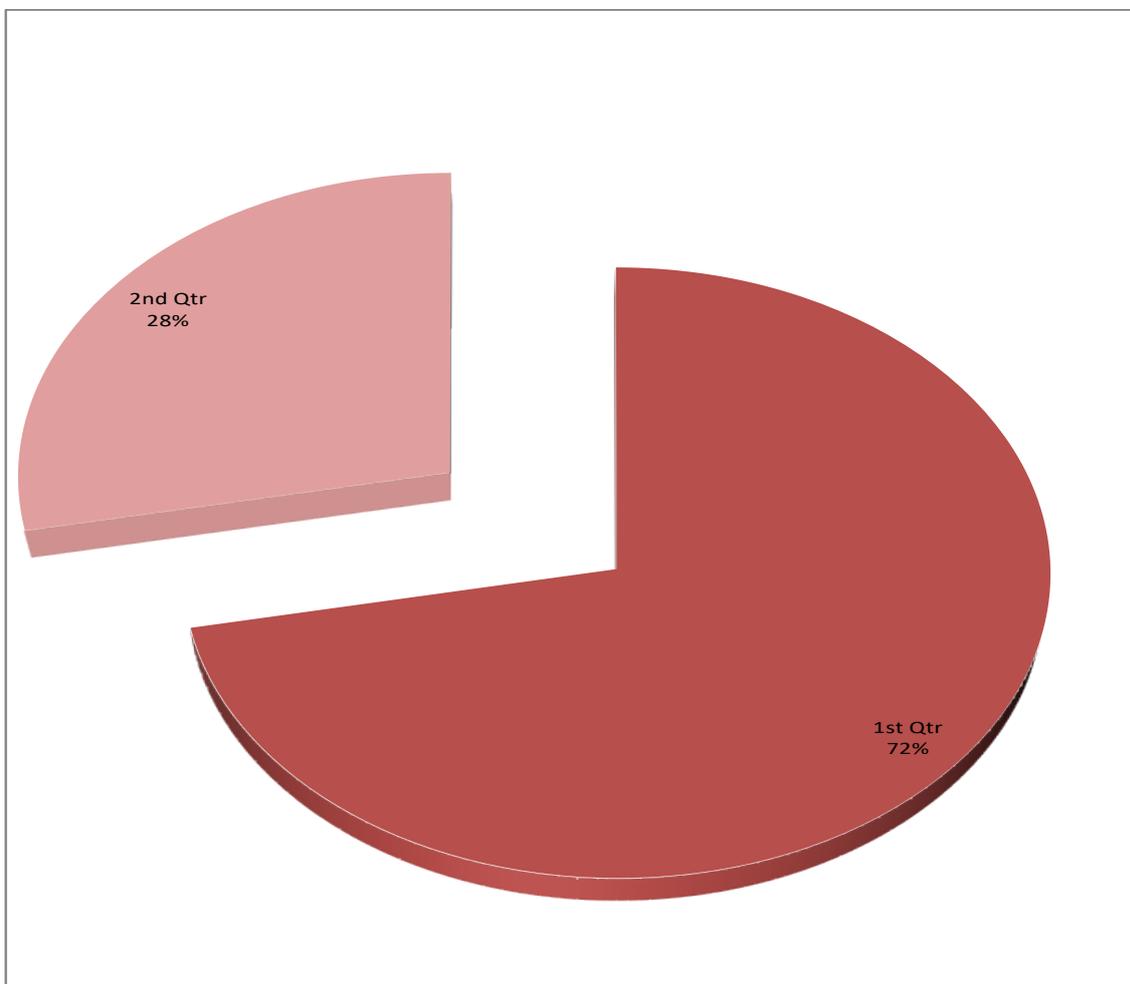
Data shows 60.0 % of the schools did not have adequate textbooks, 64% did not have adequate libraries and water. Further 68% did not have laboratories and playground in their schools while 66.7% did not have adequate toilets for boys and girls. Finding from table 9 a above show that schools did not have adequate resources which affected the students' performance in schools. The quality of education the learners receive bears a direct relevance to the availability or lack

of instructional materials (Avalos 1991). It therefore indicates that availability of teaching learning resources have the impact on students` performance.

#### 4.3: Influence of principals` facilitation of teachers` development on students` performance in KCSE

To assess how head teachers` strategy on facilitation of teachers` development affect students` performance in KCSE, the study further sought to investigate whether teachers were allowed to attend seminars they have been invited to.

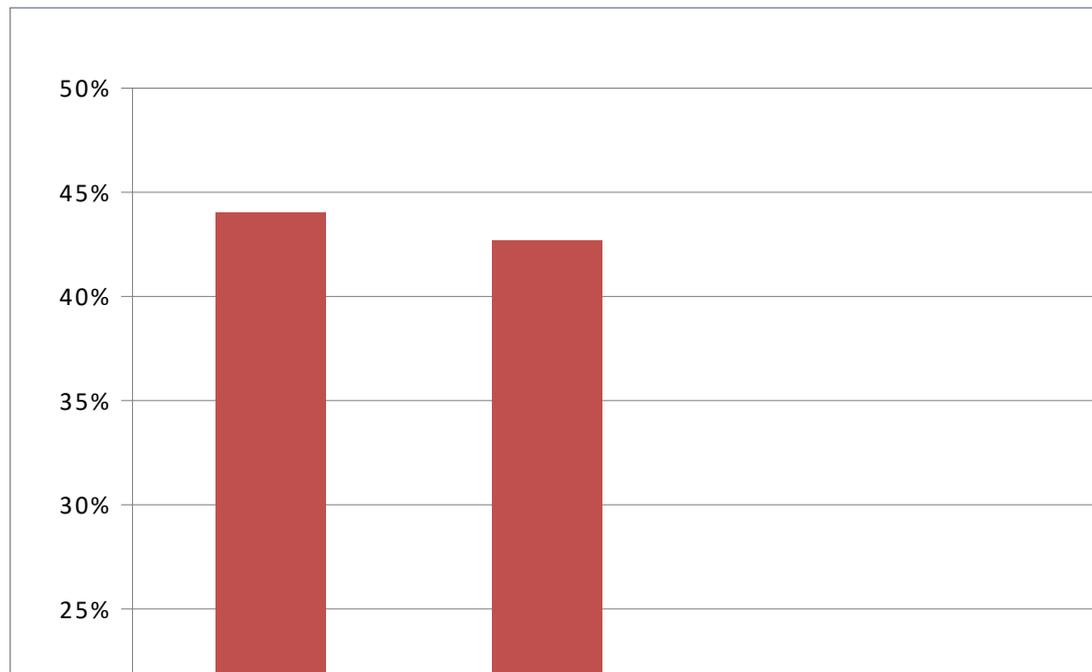
**Figure 1: Shows head teachers` responses on Seminar attendance for Teachers**



**Source:** Researcher, 2018

Majority of the head teachers allowed their Teachers to attend seminars they have been invited. (6) Head teachers further indicated that their teachers were interested in attending seminars and workshops once invited. Majority of the teachers indicated that their head teachers allowed them to attend seminars. Teachers are important in passing on existing public knowledge to their students. The decisions of the schools made by head teachers should include the facilitation of teachers` development (Sushila, 2004).

**Figure 2: Teachers’ responses on the number of courses they had attended in the last years**



**Source:** Researcher, 2018

Figure 2 shows that 44.0% of the teachers had attended one course in the last 2 years, while 42.7% of teachers had attended two courses, 4.0% of teachers attended 3 courses in the last two years and only 2.6% of the teachers attended more than four course. Effective teacher development can increase productivity and lead to greater job satisfaction.

**Table 7: Teachers’ responses on the number of courses they had attended in the last years**

Course	F	%
1 Course	33	44.0
2 Course	32	42.7
3 Course	5	6.7
4 Courses	3	4.0
More than 4	2	2.6
<b>Total</b>	<b>75</b>	<b>100.0</b>

**Source:** Researcher, 2018

Table 7 shows that 44.0% of the teachers had attended one course in the last 2 years, while 42.7% of teachers had attended two courses, 4.0% of teachers attended 3 courses in the last

two years and only 2.6% of the teachers attended more than four course. Effective teacher development can increase productivity, lead to greater job satisfaction and lower turnover. It also enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes.

## **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The study was to assess the influence of principals' administrative strategies on the influence of provision of teaching-learning resources as well as facilitation of teachers' professional development on students' academic performance in KCSE examinations in Masaba South sub county, Kisii County in Kenya.

The Findings revealed that head teachers' strategy on ensuring adequate staffing levels affected students' performance in KCSE with 83.5% of the head teachers indicating that teachers were not adequate for all the classes. The data shows that students were not taught by trained teachers hence contributing to poor performance. The data shows head teachers faced challenges of inadequate teachers hence contributing to poor performance.

Findings also revealed that head teachers' strategy on provision of teaching learning resources influenced students' performance in KCSE. Majority of 75.0% of the schools did not have adequate text books, 62.5% of head teachers indicated that the classrooms were not adequate; the same number had inadequate toilets, playground with the same number not having, laboratories and library. The above findings show that schools did not have adequate resources which affected performance in the schools. The responses of the head teachers concur with those of teachers that schools did not have adequate teaching learning resources hence affecting performance.

From the findings it was also revealed that head teachers' strategy on facilitation of teachers' development influenced students' performance in KCSE. This was revealed by majority of head teachers who allowed their teachers to attend seminars they have been invited and majority of teachers who indicated that their principals allowed them to attend seminars. Majority of head teachers further indicated that their teachers were interested in attending seminars and workshops once invited. Teachers indicated that head teachers encouraged them to attend courses for their professional development.

The findings reveal that 44.0% of the teachers had attended one course in the last 2 years, while 42.7% of teachers had attended two courses, 4.0% of teachers attended 3 courses in the last two years and only 2.6% of the teachers attended more than four course. An effective teacher development can increase productivity, lead to greater job satisfaction and lower turnover. It also enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes

To improve on students' academic performance, the study made the following recommendations: First, the secondary school principals should ensure that there is adequate Provision of learning resources to enhance students' academic performance and secondly, The Ministry of Education should seek ways of facilitating teachers' development which will equip them with skills that will enhance students' academic performance.

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