

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISION
PRACTICES ON STUDENTS' PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY EXAMINATION IN TRANS-MARA
WEST DISTRICT, KENYA.**

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Award of the Degree of Master of Education in Educational Administration**

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DECLARATION

This project is my original work and has not been presented for a degree in any other university

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DEDICATION

To my father, Peter M, Ngila and in the memory of my mother, Lenah Kanuu. To my husband, Julius Mbatia and beloved children, Benedict and Prudence.

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ABBREVIATIONS AND ACRONYMS

ASALS	Arid and Semi-Arid Lands
CCD	Centre for Curriculum Development
DQAS	Directorate of Quality Assurance and Standards
FDSE	Free Day Secondary Education
KCSE	Kenya Certificate of Secondary Examination
KEMI	Kenya Educational Management Institute
KIE	Kenya Institute of Education
KSSHA	Kenya Secondary Schools Heads Association
MDGs	Millennium Development Goals
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Council of Science, Technology and Innovation
SPSS	Statistical Package for Social Scientists
TIQET	Totally Integrated Quality Education and Training
TSC	Teachers Service Commission
UNESCO	United Nations Education Science and Cultural Organization
WAEC	West Africa Examination Council

ABSTRACT

Of all the major tasks of a school administrator, none is as sensitive and challenging as the one relating to the supervision of students, school personnel, instructional programs, school plants and statutory records. It is against this background that a study sought to determine the influence of principals' instructional supervision practices on students' KCSE performance in Trans-Mara West district.

Four research objectives were used to investigate the extent to which the principals in Trans- Mara West district undertook clinical supervision: classroom visitation, teacher observation, post observation conference and the extent to which teachers professional records are checked by principals. The researcher used descriptive survey design. The target populations were all public secondary schools who had presented candidates for KCSE between 2009 and 2012. Fifteen schools and their principals participated in the research. Forty five teachers, three from each school selected by random sampling also participated in the study. Two sets of questionnaires were administered; one for principals and the other one for teachers. The data collected were both quantitative and qualitative. Descriptive statistics were used to analyze quantitative data using frequencies and percentages. Qualitative data were analyzed into themes and presented in form of tables, charts and graphs. The study revealed that 86% of principals conducted classroom visitation, 98% checked teachers' records of work and 99% ensured adherence to the timetable. Observing teachers when teaching recorded 13%, while organizing post observation conferences with the teachers and checking of lesson plans recorded no comment. Schools in Kilgoris central division recorded highest mean score grade in KCSE of 5.62. This could be attributed to the high percentage in instructional supervision practices. Pirrar division had least mean score grade of 3.61. This could be attributed to the least percentage in instructional supervision practices.

The researcher concludes that the frequency of principals' classroom visits, teacher observation and checking of teachers' records significantly influenced students' KCSE performance. It is recommended that principals should carry out focused instructional supervision through clinical supervision practices, and that the research could be replicated in other districts which are more endowed with resources for generalization of the findings.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Supervision, as a field of educational practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Rather, supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling (Sergiovanni & Starrat 2002).

In colonial New England, supervision of instruction began as a process of external inspection: one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was to remain firmly embedded in the practice of supervision. The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for

superintendents and the job was delegated to the school principal (Godhammer,1980).

Instructional supervision therefore has its origin in the earlier American education system in which schooling was in the hands of local authorities. Supervision was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizen committees. The supervisory practices were concerned with management of schools and the fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning process. It was referred to as inspection due to its autocratic nature. Autocratic relationships between supervisors and teachers began to wane giving way to the period of co-operative group effort between 1937 and 1959. Teacher shortage experienced due to growth of towns and upsurge in population necessitated the employment of more teachers some of whom were untrained. Instructional supervision was therefore required (Okumbe, 1998).

Inspection in Africa is as old as Western Education in Africa. In Uganda for example, the recommendations of the Phelps-Stokes Commission of 1924 established the department of Education in 1925. This Department had the responsibility of developing the syllabus and supervised how it was being implemented in schools. The Uganda Education Act of 1970 gave the inspectors legitimate powers to visit a school at any time. The school head would be informed of the inspectors intended visit and its purpose. In Nigeria,

instructional supervision began as a process of external inspection Supervisors was inexperienced in the act of supervision. They had little or no formal training of the ethics, concept and practice of supervision. Until the control of schools by government in 1967, school supervision was left in the hands of missionaries (Alimi, Olatunji, Akifolarin & Ayandonja, 2012).

Supervision in Kenya dates back to the colonial period. Kenya's education has greatly been influenced by the British system of education and the current instructional supervision practices in schools closely mirror that of British model. The colonial government established the Ormsby-gore Commission, in 1923, which recommended the supervision of education programs in Kenya. In 1924, the first education ordinance, through a recommendation of the Phelps-Stokes Commission empowered the government to develop, control and supervise education at all levels. In 1925, the Advisory Committee on the indigenous education produced the 'White Paper' which advocated for a thorough system of supervision. The 'White Paper' sought to have each missionary school make arrangements for effective supervision of their own schools. In 1927, an education department led by the Director of education, a chief inspector of schools, a supervisor of teacher education, took charge of instructional supervision (Republic of Kenya, 1964).

The Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (Kamunge report, 1988), advocated for the establishment of government policy guidelines on supervision to enhance quality and relevance in the growth and provision of education in Kenya. The Kamunge Report (1988), recommended the strengthening of school supervision and inspection by recruiting school inspectors in the ratio of one inspector for every thirty schools. The inspectorate however, developed into a fault finding outfit. This created suspicion and distrust between teachers and inspectors. Since then, the Ministry of Education has restructured the inspectorate by renaming it the Directorate of Quality Assurance and Standards (DQAS) which is headed by a director.

According to Neagley and Evans (1980), modern supervision practice is considered as any service for teachers that eventually results in improving instruction. It consists of positive dynamic, democratic actions designed to improve instruction through the continued growth of all the concerned individuals; the child, the teacher, the supervisor, the administrator and the parent or other lay person. Supervision requires the leader to oversee, assess, evaluate and direct employees to ensure that organizational goals are met (Glickman & Gordon 1990). Educational leaders face the same dilemmas as in any other organization to improve productivity of teachers as they serve. The principal is considered a leader, a supervisor, a manager and an inspector of a

school. For a school to achieve its goals, a supervisor needs to initiate the plan of action. The principal should carry out effective instructional practices.

An effective supervisor is a front line mirror in the organization's plan of action. According to Dipaola and Hoy (2008), the most important role a school principal can assume is that of the 'teacher of teachers'. The principal must be a model collaborator and a reflector of his or her own practice. He/she should encourage teachers to observe him /her in instructional process and ask them to offer constructive criticism. According to Kimosop (2002), this will motivate the teachers to view supervision as a collegial process. By exhibiting these behaviors daily, they are not only learning alongside their teachers, but also act as a catalyst to professional learning. Mullen and Hertinger (2008) assert that to improve students' performance school heads must provide instructional leadership and resources.

Of all tasks of a school administrator, none is as critical as clinical supervision. One basic instructional practice is classroom visitation. The school head should make deliberate visits to the learning premises to inspect the state of learning resources. This should happen whether a teacher is undertaking instructional process or students are engaged in individual studies (Republic of Kenya 2009).

According to Glans and Sawman (1985) in a study by Onyango(2005),instructional supervision in the areas of class visitation , teacher observation and conferencing greatly influence students' performance. Gachoya (2008), observes that the supervisors who made these visits were able to have an insight into the actual state of instruction and this reinforces performance. This implies that if class visits are intensified, students would keep alert and study and this would influence their performance.

Another basic practice in instructional supervision is classroom observation. During classroom observation the supervisor observes how the teacher plans his work for delivery to learners. According to Okumbe (1998), the supervisor must prepare a supervision schedule indicating how the teacher maintains class discipline, provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used. The supervisor can video tape the lesson without being disruptive to the class so as to sit later with the supervisee and discuss the strengths and the weaknesses of the supervisee's lesson in an attempt to improve teacher's quality in instructional process.

Gall (2010), states that 'the supervisor acts as another set of eyes holding up a mirror of practice.' Individual conferencing follows classroom observation during which the supervisor discusses with the supervised teacher what he or

she saw during the observation when he visited the classroom. The supervisor could bring in the video tape at this stage.

Edho (2009), observes that instructional supervision process should be interactive by nature. The parties plan the process collaboratively. This way it creates rapport and hence both supervisor and the teacher have ownership of the entire process. It is non-evaluative in nature but rather it is aimed at strengthening professional relationship between the teacher and the supervisor. According to Kimosop (2002), feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that incorporation of the supervised teacher's suggestions helps build his confidence hence enhancing learning process. Since it is a supportive activity, the supervisor provides alternative approaches of a variety of skills as would be necessary and this strengthens the supervised teacher's pedagogical skills.

The Ministry of Education outlines the role of the school head in the Heads' Manual. According to Eshiwani (1993), key among the roles is instructional supervision. The principal must check the teaching standards by reference to schemes of work, lesson plans, records of work covered ensure duty attendance by teachers and class attendance by students by keeping their respective registers.

Sessional Paper 1 of 2005, on Policy Framework for Education, Training and Research, stresses the need for supervision. It states that, for the demands of the 21st century to be met through education and to attain the Millennium Development Goals, Kenya's education and training programs must be of high quality to make them globally competitive. This calls for the principal to be keen in supervision practices. (Republic of Kenya, 2005).

According to Ayot and Briggs (2000) ineffective instructional supervision leads to poor performance among learners. The study recommends regular classroom visitations to enhance higher students' achievement levels. Ngunjiri (2012), also agrees with this argument that effective instructional supervision results in students getting high grades in examinations while fewer instances of supervision or lack of it lead to laxity of teachers hence poor performance. Nyamwamu (2010), notes that schools can make a difference to students' achievement through the head teacher's supervisory leadership. It is the head teacher who sets the pace, leading and monitoring the staff and the students to perform to their best. Head teachers in effective schools therefore involve themselves in the improvement of day to day assignment of duties and supervision of teachers. According to Kimeu (2010), teachers' records should be clear and available at demand. Principals' supervisory practices set the benchmark, the direction, the tone and the tempo of the school, the climate for learning and the level of professionalism.

No previous study has been done in Trans-Mara West district about supervision. It is in light of the foregoing that the study sought to determine the extent to which instructional supervision practices influence academic performance in secondary schools in Trans-Mara West district, Narok County.

Table 1.1 shows performance in Narok County.

Table 1.1 KCSE performance analysis: Narok County

District	2009	2010	2011
2012			
Narok North	5.319	5.162	5.623
	5.823		
Narok South	4.913	5.016	5.228
	5.789		
Trans-Mara East	3.956	4.354	4.617
	4.502		
Trans-Mara West	3.221	3.424	3.145
	3.838		

Source: Education County Director, Narok, 2013

Trans-Mara West district has four divisions; Kilgoris Central, Logorian, Keyian and Pirrar division. The district trails in KCSE performance in Narok county. Policies such as affirmative action and Free Day Secondary School

Education have been put in place to bolster enrolment as well as access. However the district performance in KCSE is below average. Stringent instructional supervision has been associated with high academic achievement hence the need to carry out a related study.

Table 1.2

KCSE Grades in Trans-Mara – West District 2012

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	Enrolment
0	1	7	8	15	44	81	142	154	228	163	12	7	10	872

1.2 Statement of the problem

MOEST (1995) notes that secondary education is extremely crucial in that at the end of the cycle, students sit for a national examination , Kenya Certificate of Secondary Examination, and since education in Kenya is highly result oriented, candidates and employees are judged by grades on their certificate (Okumbe, 2001). Poor performance in KCSE examinations limits students’ chances of joining institutions of higher learning and opportunity for job placement. Performance in national examinations in Trans-Mara West is below average, with very few students managing grades for university entry as shown in table 1.2 above.

Republic of Kenya (1999), carried out a secondary summative evaluation through the Centre for Curriculum Development, Kenya Institute of Education and found out that Quality Assurance and Standards Officers were limited in carrying out their roles effectively in supervision due to inadequate human and fiscal resources. This called for involvement of principals in instructional supervision. This study therefore will set out to determine the influence of principals' instructional supervision practices on students' performance in KCSE in public secondary schools in Trans Mara West district, Narok County.

1.3 Purpose of the study

The purpose of this study is to determine the influence of principals' instructional supervision practices on students' academic performance in Kenya Certificate of Secondary Examinations in Trans-Mara West district, Kenya.

1.4 Objectives of the study

This study was based on following objectives:

- i) To determine the influence of principals' classroom visitation on students' performance in Kenya Certificate of Secondary Examination (KCSE) in Trans-Mara West district, Kenya.
- ii) To establish the extent to which principals' classroom observation influences students' performance in KCSE.

- iii) To establish the influence of principals' post-observation conference on students' KCSE performance.
- iv) To determine the extent to which checking professional documents by principals influences students' academic performance.

1.5 Research questions

The research questions below were explored in this study:

- i) To what extent does principals' classroom visitation influence students' academic performance in KCSE?
- ii) What is the influence of principals' observation of teachers in classroom to students' performance?
- iii) How does principals' post-conference observation influence students' KCSE academic performance?
- iv) To what extent does checking of teachers' professional records by principals' influence teacher instruction and students' academic performance?

1.6 Significance of the study

The findings of this study may be useful to the District Education Office in establishing the status of instructional supervision in Trans- Mara West district. The study may also be of importance to the Quality Assurance and Standards Officers to solve supervisory challenges in instructional process.

The findings of the study may help Kenya Educational Management Institute, an arm of the Ministry of Education, charged with the responsibility of training education managers, to come up with training modules relevant to the reality on the ground. This could improve the quality of instruction in our schools hence raise the level of achievement of our children.

1.7 Limitations of the study

Instructional supervision is atopic many teachers are uncomfortable with due to its misunderstood nature as a fault finding mission. The study was conducted in Trans-Mara West district and was constrained by the vastness of the district and the harsh weather conditions with transport challenges. To mitigate the challenges the researcher assured all the respondents that their identity would be treated with confidentiality. To overcome transport challenges the researcher hired a motor bike.

1.8 Delimitations of the study

The study is delimited to public secondary schools in Trans-Mara district. The research only involved principals and teachers to provide information on principals' instructional supervisory practices. The students' performance was based on KCSE results only.

1.9 Assumptions of the study

The study was based on the following assumptions;

- i) That all respondents in the study gave accurate information
- ii) That principals are effective in their instructional supervisory practices.
- iii) That the KCSE examination is a reliable and accurate instrument for measuring achievement at the secondary school level.

1.10 Definition of significant terms

The study was based on the following basic terms.

Classroom observation is a planned session between a teacher and principal for principal to take note of strengths and challenges faced by a teacher in instructional process for further improvement of instructional process.

Classroom visitation refers to a brief visit to a classroom by principal when instruction is going on or not to check on the teaching/learning process.

Instructional supervision refers to supervisory activities such as classroom visits, classroom observation, post observation conference, checking professional records in secondary schools in Kenya.

Performance refers to the students' grades attained after sitting for KCSE examination at Form four in Kenya.

Post-observation conference refers to a formal meeting between a principal and a teacher or a small group of teachers to discuss after a class observation session.

Practices refer to activities such as class visits, classroom observation, post-observation conference, checking professional records by principal in secondary school

Professional documents refers to the official documents that a teacher must have to carry out teaching such as schemes of work, lesson plan, records of work covered, students' progress records and attendance register.

Supervision refers to principal's practices in ensuring improved instructional process in secondary school in Kenya.

1.11 Organization of the study

This study is organized into five chapters. Chapter one consists of the introduction of the study which includes; background, statement of the problem, research objectives and research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of terms. Chapter two is comprised of literature review; concept of supervision, head teacher's instructional supervisory practices, documents used in instructional supervision, summary of literature review and the theoretical and conceptual framework. Chapter three discusses the research methodology which is made of the research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques. Chapter four deals with data analysis, presentation and interpretation. Chapter five

focuses on the summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter on literature review focuses on what other scholars have written on instructional supervision by principals. S

pecifically it highlighted the influence of principals' instructional supervisory practices on students' academic performance in KCSE. Literature was reviewed under the following sub-headings; concept of supervision, role of the principal, principals' supervisory practices, professional documents used in instructional supervision, summary of reviewed literature, theoretical and conceptual framework.

2.2 Concept of supervision

Different scholars use different terms in reference to supervisory practices: Mechanisms of supervision (Beach & Reinhartz, 2000), supervision options (Sergiovanni & Staratt, 2002), supervisory behaviours (Glickman, 2009). According to Igwe (2001), to supervise means to direct, oversee, guide or to make sure that expected standards are met. Olembo,Wanga& Karagu (1992) views supervision as an intervention by a second party aimed at improving the standard of work done. Thus, supervision in a school involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and

learning activities in schools. In America, a study carried out by Kramer and Blake (2005), revealed that principals in high performing schools are thorough in instructional supervision and teachers in these schools would ask for a classroom observation session, and that teachers in low performing school view supervision with suspicion.

Goodlad (1995), views instructional supervision as an effort designed by school officials towards providing leadership to teachers and educational workers in the improvement of instructions. It involves stimulation of teachers in the improvement of instruction, selection and revision of educational objectives, maintain of instruction and methods of teaching and evaluation. Instructional supervision centre's around the head teacher and is meant for the improvement of instructions.

According to Netzer and Kerey (1977) in Ngunjiri (2012), the systematization of the interaction of those responsible for operating within the structure of administration is supervision. This implies that supervisor is expected to initiate several activities that will lead to the merging of this context to achieve harmony and satisfaction.

2.3 Role of the principal as an instructional supervisor

Globally instructional supervision has received mixed reactions from its beneficiaries. For instance, a study carried out in America by Kramer, Blake and Rexach (2005) revealed that teachers in high performing secondary schools view supervision of instruction as a friendly exercise while those in low performing schools look at supervision, especially teacher observation, as witch-hunt. According to Muriithi (2012), majority of teachers do not mind presenting their records of work for scrutiny by the principal. There is need to study ways of carrying out effective instructional supervision and equip our head teachers with professional skills, and therefore all teachers view supervision as a positive attempt for helping improve academic achievement.

A fundamental development in education administration today has been the evolution of the role of the school head from his status as that of head teacher, record keeper and major disciplinarian, to his present status as a professional instructional supervisory in the school. The head teacher's teaching and clerical duties have been reduced and emphasis has been placed on the head's supervisory roles in the school. It is only the head teacher who has the authority to make administrative changes necessary to improve teaching and learning situation (Nyamwamu, 2010).

Unlike other forms of supervision, instructional supervision is school-based and therefore an internal process. This is the reason why the role of the head

teacher is better referred to as that of an instructional supervisor rather than simply supervisor (Krug 1997). Sushila(2004) also agrees that the head teacher's role in a school is critical in determining academic performance. Head teachers define the institution's mission, promote the instructional resources, and supervise teaching and learning as well as monitoring students' progress.

Head teacher who is the supervisor in a school should have clear knowledge of the processes and methods of teaching and learning so that he can be of help to the teachers. Mullins & Herllinger (2002) observes that this practical and theoretical knowledge also with the varied experience will enable him to command respect and help the organization's leader. This implies that standards of working are maintained and people are working as expected and that studies and educational goals are being achieved.

Instructional supervision practices occupy a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. Nowadays, parents and guardians are becoming more curious about the kind of education given to their children. Quite often, they show their concern by demanding that the school should teach better than in the past. For instance in Kitui County, parents at Kathukini Primary school threatened to withdraw their pupils in protest of poor performance unless the government intervened to lift the school performance in Kenya Certificate of Primary

Examinations. The school had been ranked third poorest nationally. Parents blamed educators for the dismal results (Daily Nation, 30th December 2011). Ngunjiri (2012) indicates that teachers' absenteeism would be the order of the day if supervision was minimized, as they coupled teaching with other businesses leading to poor performance. This implies that if quality education is to be given in schools and have improved standards of education, then instructional supervision must be accorded high priority. This can be achieved through the following instructional practices.

2.4 Principal's classroom visitation and academic performance

Mullins (2002) in New York observes that a supervisor presence at work premises is vital to ensure all are kept on toes. He therefore recommends a management practice by walking around (MBWA). This comes in handy in a school setting because if the principal's presence is felt then all will work accordingly thus achieving goals. This concurs with the observation by Obanya (2005), in West Africa that school performance would improve if headteacher got in touch with what goes on in the classroom. According to Gachoya (2008), a classroom visitation is an impromptu visit to a classroom by a principal when teaching/learning is going on in the presence or absence of a teacher. It is aimed at ensuring that teaching and learning process takes place at all times. Fischer (2011) observes that through classroom visits, the supervisor can have an insight into quality benchmarks and performance.

Supervision of instructions by classroom visits may include: walk through mechanism where the head teacher walks into a class and sees how instruction is going on. It provides a quick look at teacher performance and environmental factors in the classroom. This implies that classroom visitation is a more appropriate method since it is impromptu unlike the formal and informal classroom observation which are planned and scheduled for by the supervisor and the teacher.

2.5 Principal's classroom observation and academic performance

Mullen and Hutinger (2008) on fostering collaborative learning communities in Newyork advocates for close monitoring of the supervisee. This is because it improves instructional process by enabling the teacher try out new instructional techniques in a safe and supportive environment hence obtain best results for students.

According to Kimeu (2010), the principal should visit the classroom frequently to encourage the observation of teachers and then organize post observation conferences where issues of supervision are deliberated on. Calaghan (1972) in Muriithi (2012), notes that physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school. The instructional supervision can only be able to assess the teachers' potential for excellence through watching the teacher present a lesson which he or she has prepared. This enables head

teacher to identify gaps and plan for appropriate ways to fill them, for instance, by in-servicing the teacher and buying adequate teaching and learning resources.

Ngunjiri (2012) attributes poor performance of students in public schools to 'arm chair' head teachers who do not know what goes on in the classroom. He asserts that ineffective instructional supervision leads to delinquent behavior among some students and their subsequent failure in national examinations. Mutunga (2011), concurs with this statement in his argument that head teachers need to observe their teachers formally on a regular basis, and work with a clear commitment to discussing their observations with a teacher promptly in order to provide for in-school professional development. There is need to monitor the standards being achieved by students, develop and implement strategies for the systematic monitoring of the work of their schools in order to evaluate standards of achievement.

Adikinyi (2007) notes that head teachers need to consider teachers' use of classroom management techniques such as learner's participation in learning activities, discipline, rewarding skills to reinforce good performance and conduct and ability to provide for individual learners' differences. According to Alimi (2012), learning is effective if a teacher is able to achieve the stated objectives. The supervisor therefore needs to determine whether the teacher uses teaching methods that enable him or her to achieve the stated lesson objectives. In Afolabi & Loto (2008), during such an observation, the head

teacher records what the teacher and the pupils say. The formal observation has a pre and post conference session where the supervisor and the teacher hold a discussion on the lesson. These conferences provide opportunity for teachers to discuss problematic areas with the supervisor and forge ways for success.

2.6 Teachers' post teaching conference and academic performance

Osterman (1999) in London recommends a collaborative process in which feedback is given in an objective manner. Recommendations and conclusions should be carefully done after careful considerations of the observation. This is in line with Okumbe (1998) who asserts that instructional supervision process is interactive by nature. The parties plan the process collaboratively. This way it creates rapport and hence both supervisor and the teacher have ownership of the entire process. Ngunjiri (2012) asserts that the process is non evaluative in nature and is aimed at strengthening professional relationship between the teacher and the supervisor. Feedback got through interactive analysis helps both the supervisor and the teacher in terms of shared information in that incorporation of the supervised teacher's suggestions helps build his confidence hence enhancing learning process. According to Muriithi (2012), it is necessary for head teachers to organize round table conferences throughout the year as a means to communicate observation of the

teacher performance because if head teachers do not carry out clinical supervision they cannot give feedback.

Fischer (2011) observes that the deliberation of the conference is based upon the data collected by the supervisor through observations and review of documents that relate to the supervision of the teacher. The conference offers the teacher the opportunity to expand his/her knowledge and a means to change unsatisfactory options for enhancement of performance. Okumbe (1998) asserts that a good conference should last 30 to 40 minutes. Longer sessions become an ordeal for both the supervisor and the supervisee.

Adikinyi (2007), states that the supervisor should incorporate teachers' suggestions as this builds the teacher's confidence hence enhancing the learning process. He or she should recognize and provide alternative approaches and application of a variety of skill as this will strengthen the teacher's pedagogical skills. According to Okumbe (1998), the supervisor should provide an immediate feedback after observation which should be objective and concluded with a well thought out summary to enable the teacher to remember the key issues discussed.

2.7 Principals' checking of teachers' professional documents and students' performance

According to Onyango (2005), record keeping is an important aspect in the running of an organization. In a school set up, the teacher is required to make and maintain records such as the schemes of work, lesson plans, records of work covered, mark books, progress records as well as attendance register for students. The principal must also maintain a teachers' attendance register. Ngunjiri (2012) indicates that teachers' absenteeism would be the order of the day if supervision was minimized, as they coupled teaching with other businesses leading to poor performance. This implies that if quality education is to be realized in schools, then stringent supervision must be enhanced.

Daresh and Playko (1992), in Kimosop(2002, found out that through supervision in areas of checking teachers' records, a positive impact was realized in students' academic performance in Baringo district. This concurs with a study by Gachoya (2008), that revealed that 70% of instructional supervisors in Nyeri district assessed and advised teachers on proper preparations and keeping of professional records and this translated to good performance in the district. Other essential professional documents in instruction include schemes of work, lesson plan, records of work, progress records and class attendance register.

Republic of Kenya (2009), states that a scheme of work is an action plan made by a teacher as part of preparation to teach. It is a breakdown of the topic in the syllabus into teachable units. It shows in summary what is to be taught in a day, week, a month, a term, a year and the relevant learning activities for each lesson. The supervisor should ensure that teachers adhere to the syllabus in terms of scope, depth and the learner's intellectual level and also the appropriateness of learning resources.

The lesson plan is an indication of the level of teacher's preparedness and his or her effort in gathering information relevant to the lesson. This implies that a poorly written lesson plan indicates the quality of the teacher, and his/her level of commitment to teaching. Chapman (2001), found that teachers prepare and structure their lessons better when instruction in the school is regularly supervised and this had direct implication on the student's academic performance. According to Afolabi and Loto (2008), the principal should critically examine the following items of the lesson plan; the clarity and appropriateness of the learner behavior objectives, the relevance and adequacy of the lesson notes, selection of appropriate teaching aids, evaluation techniques to determine the extent of realizing the objectives effectively.

Republic of Kenya (2009) states that a record of work is an accurate record of what has been taught and when it was covered. It assists the teacher when

referring to what was taught, the teaching and learning strategies that were applied and their effectiveness. According to Nyamwamu (2010), the head teacher should supervise the maintenance and updating of records of work on a regular basis because this promotes academic achievement in a school.

According to Ngunjiri (2012), teachers need to keep records to monitor students' participation, performance and progress, a register of marks obtained by students in all tests and written works, their duties and responsibilities, their health and their family circumstances. Gachoya (2008), concurs with this when he says progress records should show individual student progress on a weekly, monthly, yearly basis in all tasks given in an subject. This is necessary because it shows a teacher how the learner is progressing.

The Republic of Kenya (2009) indicates that an attendance register is an official list of students and acts as a legal evidence of students' presence or absence. The principal should ensure that attendance register is kept in all classes. Kimeu (2010), found out that registration in the morning to check absence and latecomers had improved attendance significantly. Punctuality to lessons was satisfactory. This implies that close monitoring of students attendance to lessons could promote performance. Nderitu (1999) in a study conducted in Nairobi and Central Provinces noted that absenteeism led to loss of study time and consequently failure in examinations. According to Ngunjiri

(2012), registration should not be confined to students' attendance only. Principals should mark the staff attendance register to ensure regular attendance to duty. The supervisor should ensure that the attendance register is marked as per MoE regulations; at the beginning of each session, in the morning and in the afternoon.

The head teacher must be an expert, trained and be confident to carry out the supervision process as an instructional leader. Through the effective supervision of instruction, head teachers can reinforce and enhance teaching practices that contribute to improved student learning and perform as expected in KCSE (Muoka2007).

2.8 Summary of review of related literature

This study discussed the concept of instructional supervision, principals' practices in instructional supervision and professional documents in instructional supervision. Reviewed literature indicated that only when instructional supervision is carefully carried out can success be assured. Kimosop (2002), concurs with this assertion that the principal is the most important and influential individual in a school. According to Muoka (2007), head teachers as school administrators must be concerned with the quality of instruction supervision as well as the students' achievements. Halliday (2005), refers to this form of supervision as offering 'pedagogical support'.

Nyamwamu(2010), concurs with this when she says that the primary problem in administrative supervision is the quality of the supervisee's practice in respect to professional standards. Nyamwamu (2010), carried out a study on instructional supervision in relation to curriculum implementation. The findings revealed that principals play a key role in instructional implementation, staff development and school culture. However, the study focused on curriculum implementation which is limited to the teacher. The current study looks into instructional supervision practices in relation to students' academic achievement which is the goal of the school. Kimosop (2002), carried out a study on the role of the head teacher on instructional supervision. He noted that instructional supervision practices were low especially in classroom observation because head teachers are burdened with other administrative duties leaving them with little time for instructional supervision. The study recommended in-service for principals in carrying out instructional supervision. However the study was carried out in Baringo with a sample size of 6 schools .The current study is based in Trans-Mara West with a larger sample size of 15 schools.

2.9 Theoretical framework

This study was based on systems theory. A system is a set of elements or parts which possess some degree of independence or identity but which at the same time, form an integral part of a larger whole. Whole systems are composed of

parts or subsystems which can be decomposed further into component elements. It involves thinking in terms of the whole problem, task, operation or group and its interacting subparts, as well as monitoring the optimum alternative sequences, interactions, functions or component parts in order to achieve desired outcomes (Lander & Myers, 1977).

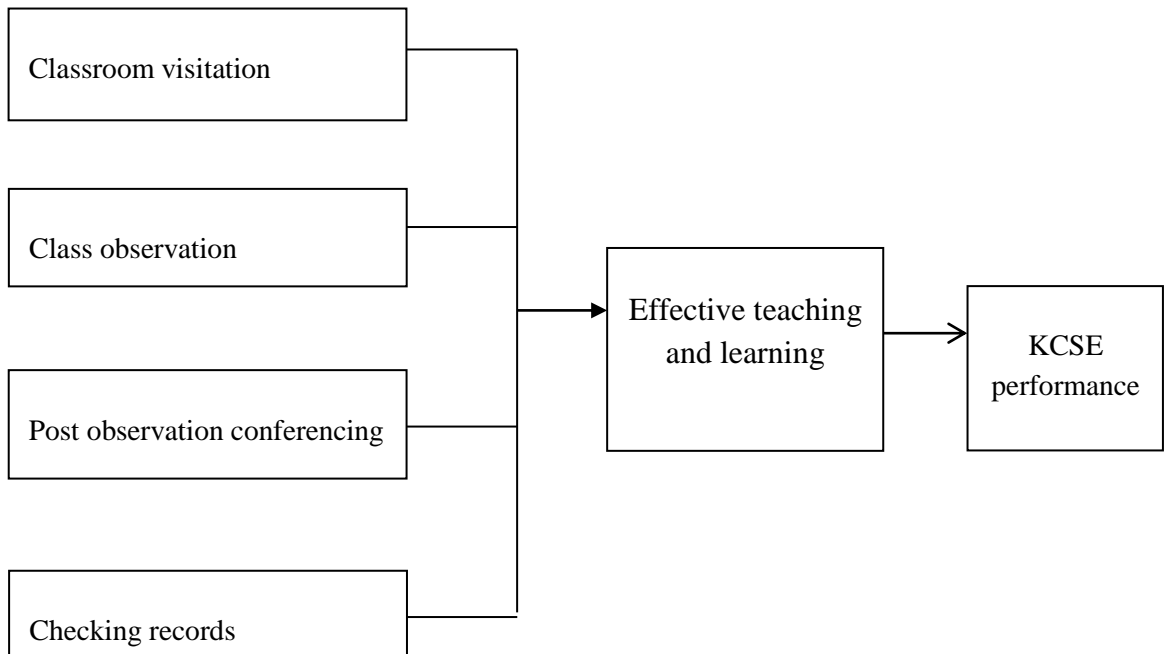
The proponent of this theory is biologist Ludwig Von Bertalanffy (1968). According to this theory components of a system are linked together in such complex ways that action taken by one produces far reaching effects on others. For instance, if the school principal does not supervise instructional process, teachers and students may relax and this will compromise performance in national examinations. A school receives teachers, pupils and parents from the society. A head teacher is both an administrator as well as a supervisor. He/she acts as supervisor when checking records of work, visiting classroom to observe teaching and disciplining staff and students. The head teacher, teachers, pupils and parents as representative of environment influence the functioning of a school as a system. In addition the institution as a processing unit in turn shapes the environment. Therefore effective instructional supervision by head teachers plays a major role in the success of students.

2.10 Conceptual framework

The study was conceptualized as shown in the diagram below.

Figure 2.1:

Influence of principals' instructional supervision practices on KCSE performance



Instructional supervision concerns classroom instruction and its rationale is to strengthen instructional skills and improve performance. For instruction to improve, the head teacher, must carry out the following activities: classroom instruction observation, organize round table conferences and in-service teachers to fill the gaps identified in instruction, maintain teachers register to ensure punctuality and regularity at work, check professional documents to

ensure up-to-date instructional process. The principal must hold teachers accountable in the provision of an appropriate and well planned program because students' learning is the primary function of the school. Effective instructional supervision will lead to effective teaching and learning thereby enhancing good performance in National examinations, KCSE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter constitutes the procedures and methods, which were employed in the study. These include the research design, description of the study area, study sample and sampling procedure, data collection procedure, development of research instruments, and validity and reliability of research instruments and description of data analysis.

3.2 Research design

This study uses descriptive survey research design. According to Best and Kahn (2004), descriptive survey involves a clearly defined problem and definite objectives and questions and development of generalization, principles or theories that have universal validity. Descriptive survey method involves asking a large population questions about a particular issue. Information was collected from a sample population as opposed to the whole population at a particular point in time. Survey design enabled the researcher to establish opinions and knowledge about the influence of principals' instructional supervision on KCSE performance in Trans-Mara West district.

3.3 Target population

Best and Kahn(2004), assert that target population comprises all the members of a real or hypothetical set of people, events or objects to which a researcher

wishes to generalize the results of the study. The population target of this study was drawn from 15 public secondary schools in Trans-Mara West district. It comprised a total population of 157 teachers, and 15 principals.

3.4 Sample size and sampling procedure

The study was carried out in all public schools in Trans-Mara West district. All the 15 principals in public secondary schools that had presented candidates for KCSE examinations since the year 2009 participated in the study. Simple random sampling was used for teacher. Mugenda and Mugenda (2003), suggests that 10 to 30 percent of the population is adequate, though the larger the sample size the better. A sample of 30 percent of teachers resulted to 45 respondents. The researcher divided the sample size (45) with the number of schools (15), giving 3 teacher respondents from each school.

3.5 Research instrument

According to Best and Kahn (2004), questionnaires are used to collect basic descriptive information from a large sample. Questionnaires ensure confidentiality of the respondents and thus they can gather candid and objective responses. Data was collected using questionnaires. Questionnaires were designed with questions and statements related to the objectives of the study. The study employed two questionnaires; principals' questionnaire, teachers' questionnaire.

Each of the principals' and teachers' questionnaire consisted of three sections. Section A, solicited for personal data, section B, dealt with instructional practices in the school and section C was on school performance. The researcher used a document analysis guide to check on the presence of professional documents in the schools.

3.6 Instrument validity

According to Best and Kahn (2004) validity of a test is a measure of how well a test measures what it is supposed to measure. To enhance the content validity of the questionnaires, appropriate and adequate items relevant to the research questions were included. Mugenda and Mugenda (1999), state that the usual procedure in assessing content validity of a measure is to seek expert or professional advice in that particular field. Supervisors of this study, who are experts in the University's School of Education, were consulted to validate

the instruments. Their comments were taken into account in revising the instruments in order to collect valid data.

3.7 Reliability of the instrument

Kombo and Tromp (2006), define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition over a period of time. To test reliability of the instrument test retest technique was used. This test retest method involved administering the same instrument twice to the same group of respondents. The retest was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment correlation co-efficient.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{(\sum X^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}}$$

Where N = Number of respondents

X = Scores from test one

Y = Scores from test two

A correlation coefficient, which may range from -1.00 to +1.00, shows the size and direction of a relationship between two sets of scores. A coefficient of 0.7 was considered adequate (Best & Kahn, (2006).

3.8 Data collection procedures

A letter was obtained from the Department of Educational Administration and Planning, University of Nairobi, to enable the researcher seek a research permit from the National Council for Science, Technology and Innovation. I then contacted the District Commissioner (DC) and District Education officer (DEO) Trans-Mara West district, then sought consent from the principals of the schools of interest in the study. The researcher clarified to the respondents the intention of the study. The questionnaires were administered and collected immediately after they were filled in and confidentiality was assured to the respondents.

3.9 Data analysis techniques

Data were edited in the completed research instruments, to identify and minimize errors. Coding was done by assigning numerals so that responses can be put into limited number of categories. The study generated both qualitative and quantitative data. The quantitative data were analyzed using descriptive statistics formulae provided by the Statistical Package for Social Sciences (SPSS) software. The analyzed results were tabulated appropriately

using graphs, charts, frequency distribution and simple percentages to illustrate the responses to the questionnaires. Responses to open ended questions were recorded to determine the frequencies of each response. Qualitative data were analyzed using descriptive narratives.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the research findings from the study attained by the use of descriptive survey research design. The study aimed at finding out the influence of principals' instructional supervision practices on public secondary schools in Trans-Mara West district. The study targeted a total population of 15 principals from fifteen public secondary schools with 153 teachers in Trans-Mara West District. The sample was collected through purposeful and random sampling technique where all the 15 principals participated in the study and a sample of 45 teachers, three from each school, were selected, giving a total sample size of 60 respondents. A total of 60 questionnaires were administered and all were collected as shown in Table 4.1. The findings are presented using descriptive statistics and thematic narratives in relation to the research objectives. The main sections are as follows: Demographic information of the respondents, Instructional supervision practices carried out by principals in Trans-Mara West District, Other instructional practices that could enhance performance and Students' KCSE performance.

Table 4.1 Questionnaire return rate

Category	Target respondents	Number collected	Percent return rate
Principals	15	15	100
Teachers	45	45	100

From the table 4.1 shown above, a hundred percent response rate was obtained. This good response rate was attributed to the inter alia where participants were informed well in advance of the purpose of the study. The researcher administered the instruments in person and collected them immediately.

4.2 Demographic information of the respondents.

This section helps to understand the agents of education in the schools in Trans-Mara West District as their background information could influence instructional supervision. Background information on gender, academic qualification, and experience of the principals and teachers were analyzed and the results presented in tables, graphs and charts.

4.3 Gender representation

This study analyzed gender representation of respondents as shown in figure 4.1

Figure 4.1 Distribution of principals and teachers by gender

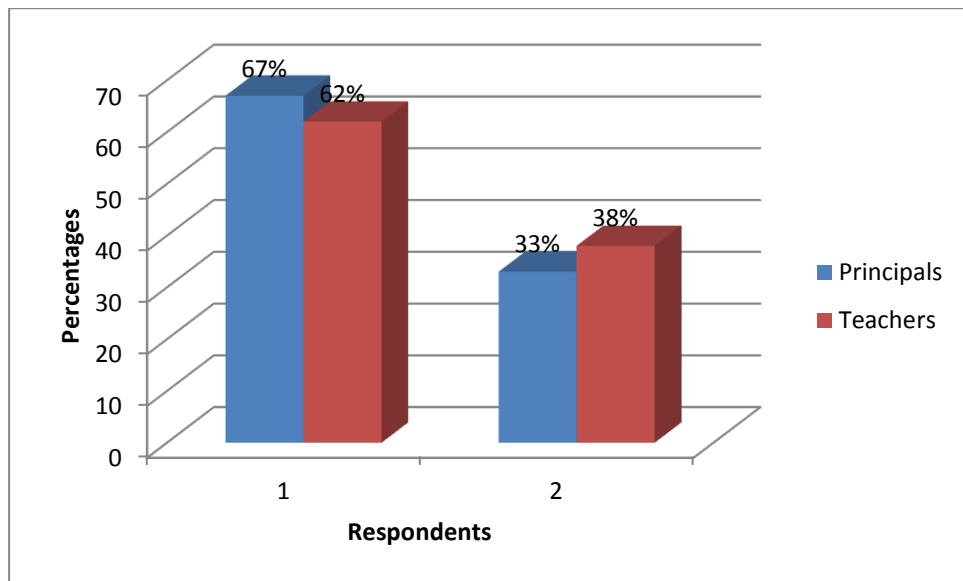


Figure 4.1 above indicates that there is 67% male and 33% female teachers in leadership positions in secondary schools. Gender representation in schools provides role models in academic achievement. The results indicate that the study took into consideration the gender representation hence responses represent views of both gender.

The study sought to establish the academic qualifications of the respondents. This was important because academics provide a benchmark for their ability to handle the research instrument. The figure 4.2 below clearly depicts this.

Figure 4.2 Academic qualifications of principals and teachers.

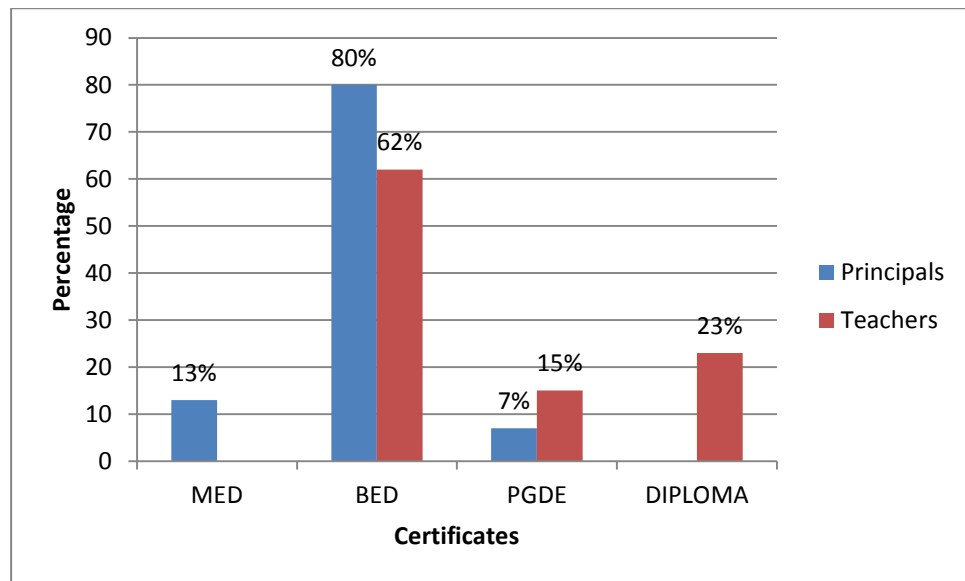


Figure 4.2 indicates that majority of the principals, (80%), have the minimum qualifications necessary for translating and implementing the Ministry's policies and guidelines key among them being instructional supervision. This is in support of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond(Kamunge report, 1988) and the Totally Integrated and Quality Education and Training (Koech commission, 1999) which recommended appointment of educational personnel with

appropriate qualifications and also recommended for in-service training for administrators.

The statistics indicate that all the teachers have the prerequisite training required in the teaching profession and are therefore expected to understand the instructional supervision process and the activities that the process entails and in turn enhance academic performance. This implies that the respondents had the necessary qualification to provide information on instructional supervision.

4.4 Distribution of principals and teachers by experience.

The researcher sought to find out whether the experience a principal has in handling a school has any influence on instructional supervision practices and on performance. The study also sought to establish if a teachers experience influences performance. The findings are represented below.

Figure 4.3: Experience of principals and teachers

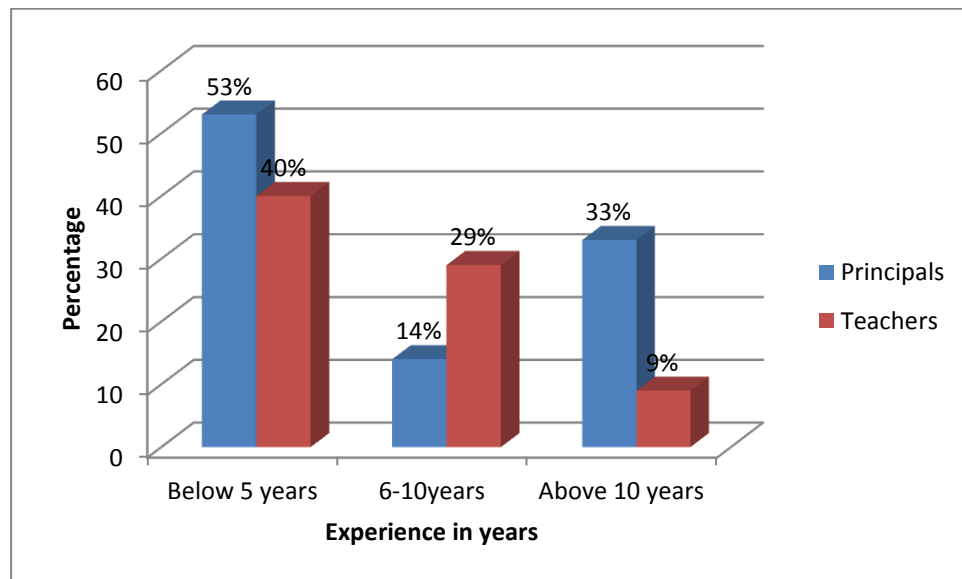


Figure 4.3, it is clear that majority of principals 53% have an experience of leadership of between six and ten years and a minority 14% have an experience of below five years. It can therefore be seen that all the principals have exposure in leadership and are therefore expected to understand the instructional supervision process and practices as expected of them to enhance performance. This is in line with the assertion by Mgbodille (1996) that the period of exposure to administrative policies and guidelines impact on institutional performance.

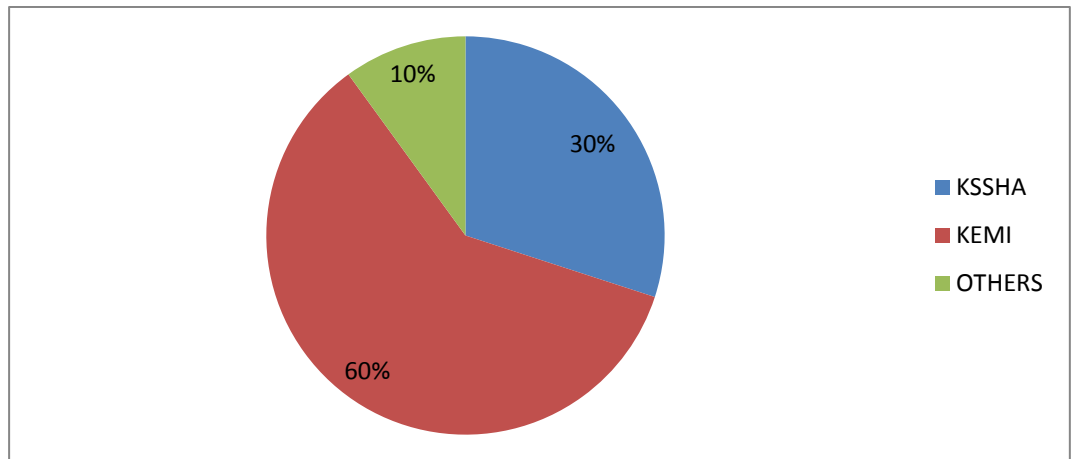
According to Eshiwani (1993), the length of service exposes the individual to the practices of the profession. The finding indicates that 91% of the teachers had a teaching experience above five years. The teachers were therefore able to understand and participate in the practices related to instructional

supervision. Forty per cent of the teachers had previously worked in other schools in the same district. This shows that majority of the teachers could give an objective assessment of instructional supervision practices of principals in Trans-Mara West district.

The researcher sought to find out whether principals in Trans- Mara West district had attended any in service training in educational management with institutions such as KEMI, MOE, KSSHA, or any other. This was important because principals need to keep abreast with innovation and change. The findings are represented in figure 4.4 below.

Figure 4.4

Agencies involved in educational management training in Trans-Mara west district



Majority of the principals had acquired administrative skills through in-service training while others sponsored themselves to undertake education administration courses at the local universities as well as attended KSSHA conferences. This implies that the principals have the knowledge required in administration of which instructional supervision is a part of. These findings concur with the recommendations of the Sessional Paper No. 1 of 2005 that sees in-service training as an aspect of enhancing supervision hence guarantee quality. It is also in line with Totally Integrated Quality Education and Training (TIQET 1999), recommendations that in-service training should be strengthened to improve the quality of service delivery in public institutions.

On whether the training was of any benefit to principals as instructional supervisors, 100% of them affirmed. Most of the principals felt that such training boost their confidence in carrying out instructional supervision

practices ensuring they conduct themselves professionally. They understood their responsibilities better and thus expedite their duties without fear.

To determine the extent to which principals undertake instructional supervision practices in schools, the respondents were asked to indicate the extent of use of a number of instructional supervision practices in a five point scale with A = Always, O = Often, OC = occasionally, R = rarely, N = Never. The practices were analyzed using percentages and results presented as shown in table 4.2.

Table 4.2**Principal's frequency of instructional supervision practices.**

Instructional supervision practice	A	%	O	%	OC	%	R	%	N	%
	F		F		F		F		F	
Teachers-in service	–	–	1	7	7	60	5	33	–	–
Classroom visit	–	–	8	53	5	33	–	–	–	–
Classroom observation	–	–	–	–	13	87	–	–	–	–
Post observation conference	–	–	–	–	–	–	–	–	–	–
Checking schemes of work	–	–	14	93	1	7	–	–	–	–
Records of work	–	–	2	13	13	87	–	–	–	–
Lesson plans	–	–	–	–	–	–	–	–	–	–
Progress records	–	–	–	–	15	100	–	–	–	–
Register of students	–	–	2	13	13	87	–	–	–	–
Timetable adherence	1	7	14	93	–	–	–	–	–	–
Teacher register	10	67	–	–	–	–	3	20	–	–

Always, often and occasionally were interpreted as positive while rarely and never were interpreted as negative. The findings are discussed below.

4.5 Influence of principal's classroom visits on students' performance

The analysis indicated that majority (86%), visited classrooms meaning there is a significant influence of the principal visitation to class whether there is a teacher undertaking instruction or students were studying on their own. This is further confirmed by 27% of the teachers' responses that indicated that principals visited classrooms to a great extent, 60% visited to some extent and 13% rarely visit. Gachoya (2008) observed that, the supervisors who made classroom visits were able to have an insight into the actual instructional process and provide quality benchmarks for good performance and that if the principal does not visit classrooms to find out about learning process he cannot know the classroom needs and this will affect academic performance adversely.

4.6 Influence of principals' teaching observation on students' performance

There is statistically significant influence of observing teachers by principals as they carry out instruction at 87%. A further 89% by teachers indicate that principals' frequency of observing teachers significantly influenced KCSE performance. However this takes place among Mathematics and Science subjects especially after teachers attend SMASSE INSETS. This finding

supports the observation by Kitavi (2005), that the instructional supervisor can only assess teacher's potential for excellence through watching the teacher present a lesson which he /she has prepared. It also supports Afolabi and Loto (2008), that during the classroom observation, the principal records what the teacher and students say and therefore mitigate the challenges that are likely to affect performance, in good time. The finding also reveals that more than 10% principals rarely carry out observation of teachers' instructional process. This implies that a few principals are not aware of the prevailing instructional circumstances in most classrooms. This will in turn influence academic achievement negatively as shown in table 4.4 below.

4.7 Principal -teacher post observation conference and students' performance

Post observation conference recorded no comment. When further probed to explain principals commented that they occasionally observed the Science and Mathematics teachers to find out what they learned during SMASSE INSETS and so there had little input to add. Upon being asked to comment why these practices may not be popular with many principals, majority of the principals' response was "too many responsibilities, like teaching, managing school, dealing with parents, teachers and students, and so principals lack sufficient time to monitor what goes on in the classroom." This was further confirmed by the checklist that indicated majority of principals have up to 18 lessons per

week and 80% are Arts based. This concurs with Osterman (1999) that if the principals do not carry out clinical supervision, then they cannot offer any feedback. The realization that majority principals do not carry out clinical supervision puts their practices in instructional supervisors in doubt.

Table 4.3

Principals' influence of checking teachers' records on students' performance

	Rating									
	A		O		OC		R		N	
Instructional supervision practice	F	%	F	%	F	%	F	%	F	%
Checking schemes of work	–	–	14	93	1	7	–	–	–	–
Records of work	–	–	2	13	13	87	–	–	–	–
Lesson plans	–	–	–	–	–	–	–	–	–	–
Progress records	–	–	–	–	15	100	–	–	–	–
Register of students	–	–	2	13	13	87	–	–	–	–

N= 15

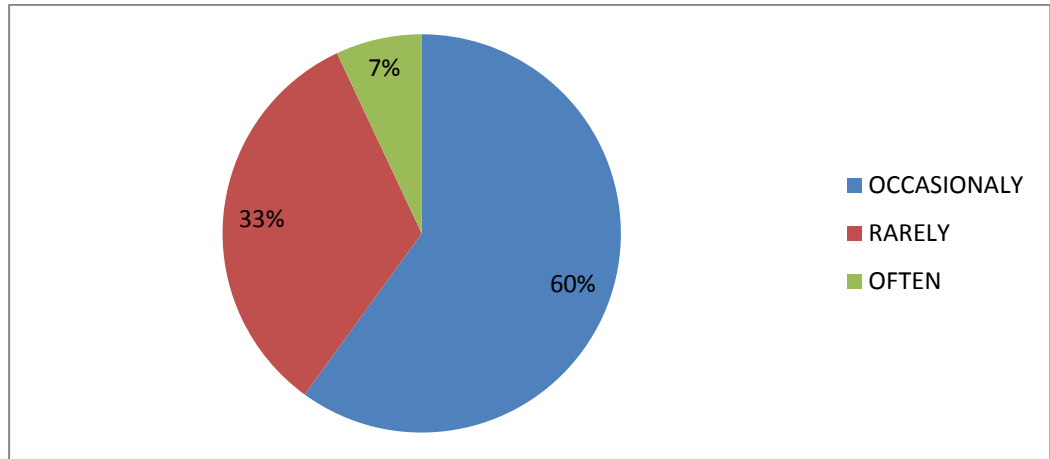
Table 4.3 shows there was a statistically significant influence of the principals' frequency of checking of teachers' records of work at 80%. A further 78% from teachers' responses indicated a significant influence of checking

professional records on students' performance. This supports the research findings by Daresh and Playko (1992), in Boston that through supervision in areas of checking teacher's professional records, a positive effect was realized in academic performance of students. This was further confirmed using the document analysis check list where the researcher established that the schemes of work and records of work covered in all the schools studied were available in all the departments and a few had been signed by the principal, which is a sign of agreement with the responses.

However, principals did not check whether teachers had lesson plans because as most of the principals put it, "teachers' lesson notes would suffice as adequate guide into the lesson." Further from the document analysis, the researcher noted that the lesson plans were not available in all schools studied. This implies that the principal's instructional supervision practices were not effective since it is not possible to achieve high performance if one just makes a good scheme of work which is in tandem with the syllabus but does not plan for each lesson. This calls for urgent intervention from the ministry of education to make proper follow-up on the matter. The directorate of Quality Assurance and Standards should ensure lesson plan is a mandatory document in lesson preparation, and principals should reinforce it in every school.

Figure 4.5

Frequency of organizing teachers' in-service by principals



As illustrated in figure 4.5, the principals' responses were varied in their frequency at which they organized in-services, ranging from often, occasionally to rarely. Teachers' response on the same question gave varied findings as presented in table 4.4. This supports Olembo,Wanga and Karagu, that staff development should be continuous and should be developed as a collaborative effort between instructional supervisor and teachers for enhancing professional growth and ensure improved performance.

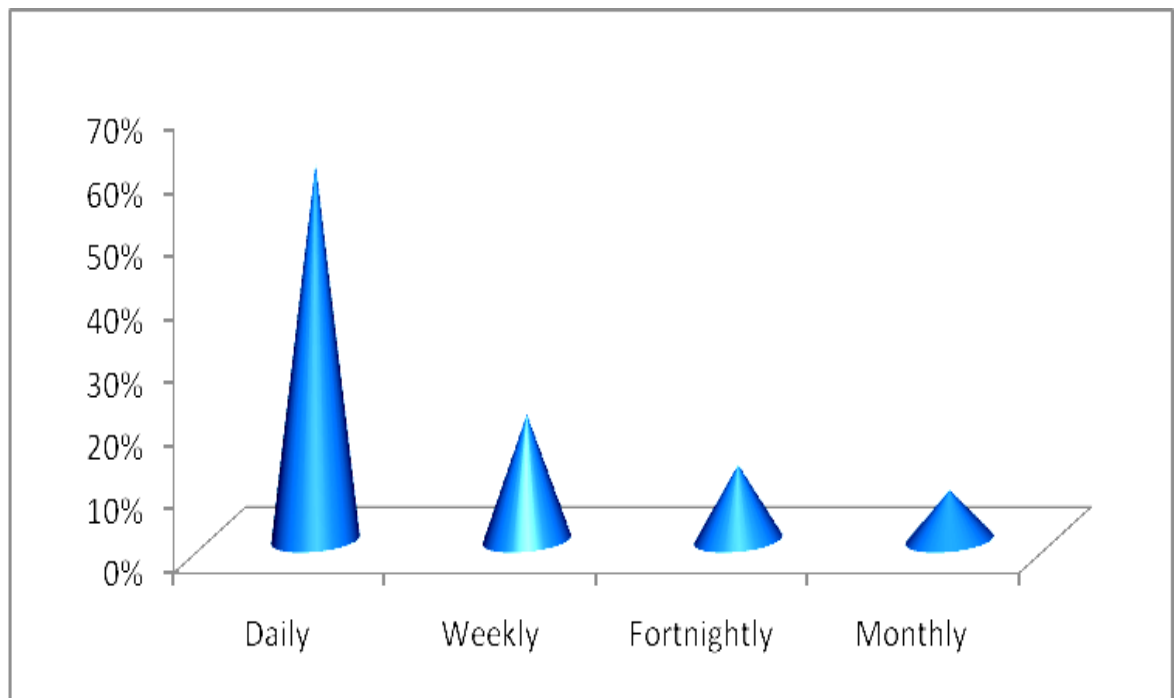
To determine the extent of carrying out instructional supervision by principals, teachers were requested to indicate using a four point likert scale of GE = Great Extent, SE = Some Extent, LE = Less Extent and NA = Not Applied. G E and S E would be interpreted as positive while LE and NA, would mean a negative interpretation.

Table 4.4: Teachers responses on extent of instructional supervision.

Instructional supervision practices	Rating							
	GE	%	SE	%	LE	%	NA	%
Classroom visitation	12	27	27	60	-	-	6	13
Classroom observation	-	-	5	11	-	-	40	89
Post observation conference	-	-	5	11	4	9	36	80
Checking schemes of work	33	73	6	13	3	7	3	7
Records of work	37	60	9	20	6	13	3	7
Lesson plan	-	-	-	-	6	13	39	87
Progress records	-	-	12	27	27	60	6	13
Register	6	13	27	60	9	20	3	7
Time table adherence	39	87	6	13	-	-	-	-
In-service training			9	20	42	93	3	7

The researcher sought to find out the frequency of principals supervision of a teachers work. This was compared with the responses from teachers. The finding would assist in assessing commitment of a particular principal and that of teachers which could translate to good performance in exams.

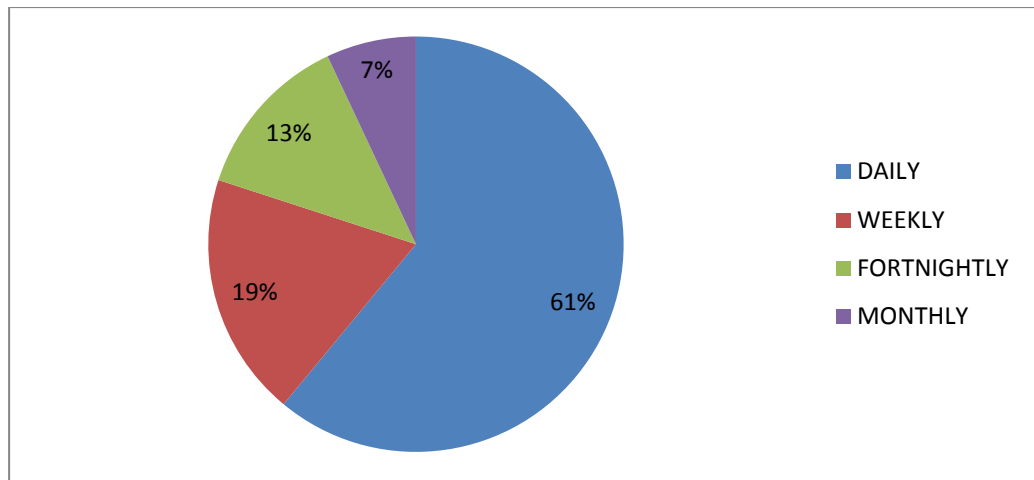
Figure 4.6 Principals' frequency of teacher supervision



The findings of the study show that most principals at Trans- Mara West District supervise teachers on a daily basis. This was confirmed by the teachers whose responses ranged from daily to monthly. The above statement supports findings by Kitavi (2005) that stringent supervision is necessary for improving performance because with minimal supervision teacher

absenteeism would be the order of the day and this would lead to lose of study time and consequently students' failure in examinations.

Figure 4.7 Teachers' response on frequency of principals supervision



The findings indicate that principals conduct supervision regularly at above 60%. This supports Ngunjiri (2012) that frequent supervision of work makes teachers become thorough at their work leading to improved academic achievement whereas laxity in supervision makes teachers relax and this could lead to poor academic performance.

The researcher sought to establish the number of lessons taught by principals in various schools. This would assist in assessing whether the number of lessons a principal teaches may affect his instructional supervision practices. The table 4.8 below depicts this.

Table 4.5 principals' work load

Principal	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
No of lessons per week	5	8	1	1	1	1	1	1	1	1	1	8	1	1	1	
			2	8	0	2	4	8	4	2	0		0	0	4	
Mean workload	12.3															
Year								2010	2011			2012				
Mean scores								4.33	3.72			4.01				

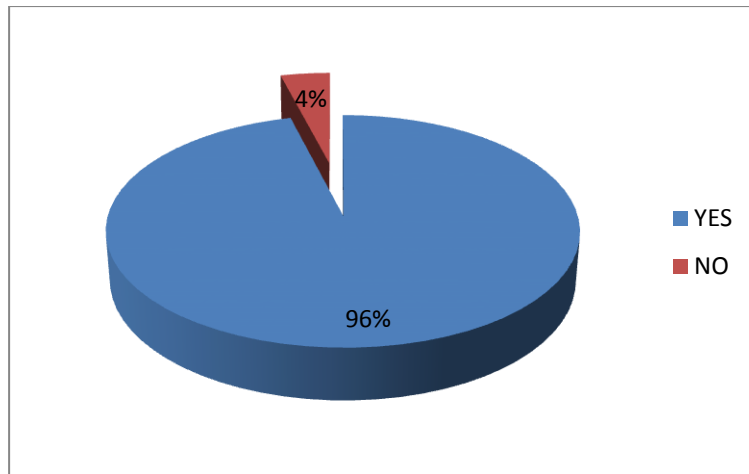
The Ministry of Education (2001), puts a Curriculum Based Establishment of the school heads' teaching load depending on the size of the school, and this is likely to affect a principal's performance in instructional supervision. This is because the principal may be left with little time to carry out effective instructional supervision.

The mean number of lessons taught by a principal in Trans-Mara West District is 12 lessons per week. This high work load may explain the low mean score standards. This could be why majority principals (87%), suggested alternative

instructional supervision practices such as introducing lesson attendance sheets to monitor teacher regularity and punctuality, supervised discussion groups and delegation of some duties such as checking records of work and student's register to the deputy principal and heads of department.

The researcher sought to establish whether teachers understand the instructional role of principals. This would validate teachers' views in the research instrument.

Figure 4.8 Teachers awareness of instructional supervision



A majority of teachers are aware of instructional supervision. This means the responses were given from an informed source and could therefore be reliable. The finding supports that by Nyamwamu 2010 that the experience one has in a profession exposes them to professional expectations and this enhances their performance.

The researcher also sought to establish the instructional methods used by teachers in content delivery. This could influence the students' ability to understand hence influence performance. Table 4.6 represents this.

Table 4.6 Methods used by teachers in teaching

Method	Frequency	Percentage
Question answer	15	33
Lecture	20	44
Demonstration	3	7
Discussion	5	11
Others	2	4
Total	45	100

Majority of teachers used lecture and question-answer methods in instructional process. According to Ngunjiri (2012), effective teaching must employ a variety of teaching methods in order to cater for individual learner differences in content delivery.

4.8 Students' KCSE performance

To determine the performance of students, the 2012 examination grades per student in the Trans-Mara West district were studied. The results were as presented earlier on in table 1.2. As shown in the table 1.2, about 89% of the students had attained a mean grade of less than C+, meaning 89% got 5 points and below out of the required 12 points. Only 9% attained a mean grade of C+ and above, which are the grades that one can use to secure placement in institutions of higher learning. This is clearly an indication of poor performance in the district. These finding supports the statement of the problem that secondary schools in Trans-Mara West district have been performing poorly in KCSE. Exam malpractices are an indication of lack of preparedness by the candidate as asserted by Mutunga (2011). Whether the principals concerned carry out adequate instructional supervision practices in these schools is a timely investigation.

To determine the influence of clinical supervision on performance divisions were ranked depending on the extent of clinical supervision.

Table 4.7 Categorization of divisions on clinical supervision

Division	Clinical supervision practice percentage	Mean grades		
		2010	2011	2012
Kilgoris Central	Classroom visitation 98%	5.342	5.574	5.978
	Teacher observation 34%			
	Post teaching conference 0%			
	Checking teacher's records 100%			
Logorian	Classroom visitation 97%	3.79	3.76	4.12
	Teacher observation 7%			
	Post teaching conference 0%			
	Checking teacher's records 96%			
Keyian	Classroom visitation 94%	3.78	3.94	4.08
	Teacher observation 0%			
	Post teaching observation 0%			
	Checking teacher's records 91%			
Pirrar	Classroom visitation 87%	3.6	3.52	3.77
	Teacher observation 0%			
	Post teaching conference 0%			
	Checking records 93%			

Table 4.7 above indicates that schools in divisions that carry out clinical supervision tend to perform better in KCSE at an average mean grade of 5.63 while less degree of clinical supervision leads to poor grades as implied by Pirrar division at an average mean grade of 3.6.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter explains the summary, conclusions and recommendations of the study and the extent to which the research objectives were achieved. The purpose of the study was to establish the principals' instructional practices carried out in Trans-Mara west district in Narok County and their influence on KCSE performance in the public secondary schools in the district.

5.2 Summary of the findings

Classroom visitation, teacher observation, post observation conferencing and checking of teachers' records significantly influence academic achievement. Public secondary schools in Trans-Mara West have been performing poorly in Kenya Certificate of Secondary Examination. The reason for the poor performance in the district can only be discerned with focused investigations. Four research objectives were formulated to guide the study. The study used descriptive survey design. Respondents included principals and teachers. All the 15 principals from the 15 public secondary schools that had presented candidates for national examination since 2009 up to 2012 and a sample of 45 teachers, 3 from each school participated in the study hence 60 questionnaires were administered and all were collected back. Quantitative data were analyzed using frequencies, percentages, charts and tables. Qualitative data

were organized into themes that came out in the research questions and were analyzed using descriptive narratives.

The first objective of the study sought to determine the extent to which principals' classroom visitation influenced students' KCSE performance. The percentages analyzed established that principals' class visitation significantly influenced students' performance. This finding was in agreement with Gachoya (2008), who observed that supervisors who made these visits were able to have an insight into the actual learning atmosphere in the school. This would enhance a reading culture hence good performance.

Findings on influence of teacher observation indicated that principals' frequency of observing teachers significantly influenced KCSE performance. The finding is in line with Afolabi and Loto (2008), that during observation the supervisor records what the teacher and students say and thus mitigate the challenges that are likely to affect learning.

The third objective explored the influence of post teacher observation on students' performance. The percentages revealed that post observation conferences are necessary. The finding supports Fischer (2011), that such conferences offer the teacher the opportunity to expand his/her knowledge and a means to change unsatisfactory options for enhancement of performance.

The fourth objective was sought to determine the extent to which checking of teachers' records by principals' influence students' performance. There was statistically significant influence of the principals' frequency of checking

teachers' professional records at 87% supporting the research finding by Daresh and Playko (1992), and Gachoya (2008) that instructional supervision strongly impacted on performance.

5.3 Conclusions

From the percentages, tables and charts, the study concluded that the frequency of principals classroom visitation significantly influenced students' performance in KCSE, concurring with Gachoya (2008) that when the principal makes classroom visits, he/she is able to have insights into the actual learning atmosphere hence influence performance.

In terms of conducting teaching observation, the study concluded that principals who consistently conduct lesson observation and held post observation conference with teachers, significantly influenced teacher performance and hence students' performance. Lastly, the study concluded that the principals' frequency

of checking teachers' records of work gave the principal the opportunity to have a foresight of teachers' delivery and students' needs for early intervention through in-service or otherwise, thus it significantly influence KCSE performance in public secondary schools.

5.4 Recommendations

Principals should continue with focused instructional supervision by conducting classroom visitation, observation and post observation conferences

and checking teachers' professional records of work in order to enhance students' performance.

The process should be well planned to ensure it does not inflict fear or demoralize teachers.

The process of organizing observation conferences by supervisors should be well planned focusing on key instructional processes such as teaching methodology, students' involvement in learning and teachers' ability to provide for learners' individual differences as this translates to good performance.

The principals should hold post observation conferences to discuss lesson observation providing guidance, and mitigate the observed challenges.

The principal needs to supervise teachers' professional records and give teachers feedback so as to improve teacher's performance. This supervision should be collegial but not fault-finding. To ensure principals have adequate time to undertake the practices that they rarely engage in such as the clinical supervision, they should delegate some of their responsibilities in instructional supervision to their deputies and heads of departments. This encourages team work which is an aspect of enhancing KCSE performance. Some of the duties that can be delegated to the deputy principals and heads of departments are such as checking schemes of work, lessons plans and records of works. This

will call for in-service training of deputies and the heads of departments in instructional supervision.

5.5 Suggestions for further research

The study recommends the following areas for further research;

- i. The study can be replicated in other districts, which are more endowed with resources for generalization of the findings.
- ii. This study can be replicated in primary schools since the same supervisors are responsible for supervision in primary schools.
- iii. A study can be carried out on the impact of KEMI on the effectiveness of principals in instructional supervision.
- iv. An investigation on the attitude of teachers towards principal's instructional supervision can be explored.

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APPENDICES

Appendix I

Letter of introduction

University of Nairobi
P.O. Box 30197,
Nairobi.
Date __ 2013

The principal,
_____ Secondary school
Trans-Mara West district.

Dear sir/ Madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES

I am a post graduate student at the University of Nairobi department of Educational Administration and planning pursuing a Master of Education degree. I am carrying out a research on '**Influence of Principals' Instructional Supervision Practices on Students' Performance in Kenya Certificate of Secondary Examination in Trans-Mara West District, Kenya.'**

In this regard, I request for your permission and support in carrying out this study in your school. The information given will be kept confidential and only used for the purposes of this study.

Yours faithfully,

Phyllis S. Mavindu

Appendix II

Principals' questionnaire

This questionnaire is to be used for educational purposes only. Kindly complete each section by providing the information requested for in order to enable the researcher to carry out a valid and reliable research project. **DO NOT** indicate your name or that of your school.

Section A: Demographic information

1. What is your gender? Male [] Female []

2. What is your highest professional qualification

PhD [] M.Ed [] B.Ed [] Diploma in Education []

Any other (specify).....

3. Please indicate how long you have been a principal since appointment?.....

4. Have you ever attended in-service training in educational management?

Yes [] No []

If yes, who was the training agency?

KEMI [] TSC [] KSSHA []

Others (specify)

5. Did you find the training to be of any benefit to you as a principal in a secondary school?.....

Briefly explain

SECTION B: Principal’s supervisory practices

6. Please indicate by ticking (√) the frequency of performing the following instructional activities in your school. Tick (A) if Always, (O) if Often (OC) if Occasionally,(R) if Rarely and (N) if Never

Activity	Frequency				
	A	O	OC	R	N
i. Visiting teachers in classes during teaching					
ii. Visiting students in class even when there is no teaching going on.					
iii. Sitting in class and observing teacher’s teaching					
iv. Recording teaching observations such as methodology, learner involvement as teacher teaches					
v. Discussing lesson observation with teacher guiding teacher on pedagogy					
vi. Supervising teachers schemes of work					
vii. Checking teacher’s lesson plan					
viii. Inspecting records of work covered					
ix. Checking marking of students attendance register					
x. Inspecting students’ progress records					
xi. Maintaining teachers attendance register					
xii. Teacher in-service					

7. Please indicate your frequency of supervising teachers’ work

Daily [] Weekly [] Fortnightly [] Monthly []

8. Do you accompany teachers to class for observation?.....

Elaborate

briefly.....

9. Does principal's instructional supervision practices have any influence on KCSE performance?

Yes ()

No ()

Please

explain

.....
.....
.....
.....

SECTION C: School performance

10. Please indicate your teaching load in a week.....

11. Kindly rate and comment on your school performance in KCSE in the last three years

.....
.....
.....

12 In your opinion what other instructional supervision strategies should principals put in place to enhance KCSE performance

.....

Thank you for your participation.

Appendix III

Teachers' questionnaire

This research project is for educational purposes only. Please complete each section by providing the information requested for in order to enable the researcher to come up with valid and reliable data. **DO NOT** indicate your name or that of your school.

Section A: Demographic information

1. What is your gender? Male [] Female []

2. Please indicate your highest academic qualification
M.Ed [] B.Ed []
Post Graduate Diploma in Education [] Diploma in Education []
]
(specify whether Arts or
Sciences).....

3. For how long have you been a teacher since first appointment?
Below 5 years [] 6 – 10 years []

10 – 15 years [] Above 15 years []

4. Please indicate the in-service training you have attended with any training organ in education
KEMI [] MOE [] SMASSE []

Others

specify.....

5. a) Apart from teaching practice, have you taught in other secondary school in this county?.....

b) If yes, did the principal observe you in class?

.....

c) How else did the principal supervise your work?.....

SECTION B: Instructional supervision activities

6) Are you aware that your head teacher is supposed to carry out instructional supervision of your work? Yes [] No []

7) How often does the principal supervise your work?

Daily [] Weekly [] Fortnightly [] Monthly []
Never []

8) To what extend are the following supervision practices applied by the principal in your school. Tick in the grid of your choice using (GE) great extent,(SE) some extent,(LE) less extent,(NA) not at all.

Principal's supervision practices	GE	SE	LE	NA
i) Visiting classrooms				
ii) Class observation				
iii) Conducting post observation conferences with teachers				
iv) Checking of;				
a) Schemes of work				
b) Records of work				
c) Lesson plan				
d) Progress records				
e) Students' attendance register				
f) Teachers' adherence to timetable				
v) Teacher in-service				

9. Does the principal observe you as you teach?

Explain why?.....

10) Do you think your head teacher is effective in carrying out instructional supervision?

Yes []

No []

Explain

SECTION C: School performance

9) Please rate and comment on your school performance in KCSE in the last three years

.....
.....

..... 10) In your opinion what other instructional strategies should principals put in place to enhance KCSE performance

.....
.....

11) Which of the following methods do you apply in class?

- i) Question answer method
- ii) Lecture method
- iii) Demonstration
- iv) Discussion

Others,

specify.....

Thank you for participation

Appendix IV: Research permit

PAGE 2 PAGE 3

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Phyllis Sekunda Mavindu
of (Address) University of Nairobi
P.O.Box 92-0902, Kikuyu
has been permitted to conduct research in

Research Permit No. NCST/RCD/14/013/900
Date of issue 30th May, 2013
Fee received KSH. 1,000

Location
Trans-Mara West District
Rift Valley Province


[Signature]
Applicant's Signature for Secretary
National Council for Science & Technology

on the topic: Influence of principals' instructional supervision practices on students' performance in Kenya Certificate of Secondary Examination in Trans-Mara West District, Kenya.
for a period ending: 30th June, 2014.

Appendix V: Research authorization letter

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/900**

Date: **30th May 2013**

Phyllis Sekunda Mavindu
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **23rd May 2013** for authority to carry out research on "*Influence of principals' instructional supervision practices on students' performance in Kenya Certificate of Secondary Examination in Trans-Mara West District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Trans-Mara West District** for a period ending **30th June, 2014.**

You are advised to report to **the District Commissioner and District Education Officer, Trans-Mara District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PH.D, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Trans-Mara District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."

MINISTRY OF EDUCATION

Telegrams: "EDUCATION", T/WEST
Telephone: KILGORIS 058 5122010
Telkom Wireless:
FAX NO. 058 5122010
E-Mail:
teotranmarawest@yahoo.com
When replying please quote;
Ref. No.
.....



DISTRICT EDUCATION OFFICE
TRANS MARA WEST DISTRICT
P.O. BOX 19,
KILGORIS, 40700

DATE: 14th June 2013

M/ED/49/RA/VOL.I./50

SECONDARY SCHOOL PRINCIPALS
TRANS MARA WEST DISTRICT

**RE: PERMISSION TO CARRY OUT REASEARCH IN YOUR SCHOOL BY PHYLIS
SEKUNDA MAVINDU.**

The above is a student in the University of Nairobi who wish to carry out research on influence of Principals instructional supervision practices on student performance in KCSE. The research is meant for educational purposes and will not have any implication to the school at all.

Therefore request you to give all the assistance she need.


Samuel Sankale
District Education Officer
Trans Mara West District

DISTRICT EDUCATION OFFICER
TRANS MARA WEST DISTRICT
P. O. Box 19.
KILGORIS