

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISION
PRACTICES ON STUDENTS' PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY EDUCATION IN MATUGA
DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my mother mama Nelius Wanjiru Mwangi, dear wife Sophia Mbuvi and sons Maina Pheneus Macharia and Maina Brian Mwangi

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TABLE OF CONTENT

Content	Page
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of content	v
List of tables.....	viii
List of figures	ix
Abbreviation and acronyms	x
Abstract	xi

CHAPTER ONE INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	6
1.3 Purpose of the study.....	7
1.4 Objectives of the study.....	8
1.5 Research questions.....	8
1.6 Significance of the study.....	9
1.7 Basic assumptions of the study.....	9
1.8 Limitations of the study	10
1.9 Delimitations of the study.....	10
1.10 Definition of significant terms	11
1.11 Organization of the study.....	11

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction.....	13
2.2 Concept of supervision	13

2.3 Principals’ role in instructional supervision	19
2.4 Effect of instructional supervision on academic performance.....	20
2.4.1 Influence of target setting on students’ academic performance.....	22
2.4.2 Checking of teachers records on students’ academic performance	23
2.4.3 Organization of clinics by principal and students’ academic performance ..	25
2.5 Summary of literature review	28
2.6 Theoretical framework.....	29
2.7 Conceptual framework.....	30

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.....	32
3.2 Research design	32
3.3 Target population	32
3.4 Sample size and sampling procedures	33
3.5 Research instruments	35
3.6 Validity of the instruments.....	35
3.7 Reliability of the instruments.....	36
3.8 Data collection procedures.....	36
3.9 Data analysis techniques	37

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	39
4.2 Questionnaire return rate.....	39
4.3 Demographic information	40
4.4 Principals target setting and students KCSE performance	46
4.5 Principals’ checking of professional records and students’ KCSE performance	50
4.6 Principals’ academic clinics and students KCSE performance	54

4.7 Principals classroom observation and students performance in KCSE	57
4.8 Regression of KCSE performance and instructional supervision practices....	60

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	67
5.2 Summary of the study	67
5.3 Conclusions.....	69
5.4 Recommendations.....	70
5.5 Suggestions for further research	71
REFERENCES	72
Appendix I: Letter of introduction.....	82
Appendix II: Principals' supervision interview schedule	83
Appendix III: Questionnaire for teachers	85
Appendix IV: Questionnaire for students	90
Appendix V: Research permit.....	92
Appendix VI: Research authorization letter	93

LIST OF TABLES

Table 1.1: Performance in KCSE per district.....	6
Table 4.1: Distribution of respondents by gender.....	38
Table 4.2: Distribution of principals and teachers by age.....	39
Table 4.3: Principals professional qualifications.....	42
Table 4.4: Target setting practices in public secondary schools.....	46
Table 4.5: Inspection of professional records by principals.....	49
Table 4.6: Practice of academic clinics in public secondary schools.....	53
Table 4.7: Principals classroom observation.....	57
Table 4.8: Composite effect of target setting on students' KCSE performance	61
Table 4.9: Relative contribution of target setting to students' KCSE performance	62
Table 4.10: Composite effect of checking of professional records on students' KCSE performance	63
Table 4.11: Relative contribution of checking of professional records to students' KCSE performance	63
Table 4.12 Composite effect of academic clinics on students' KCSE performance.....	64
Table 4.13: Relative contribution of academic clinics to students' KCSE performance.....	65
Table 4.14: Composite effect of classroom observation on students' KCSE performance.....	66
Table 4.15: Relative contribution of classroom observation to students' KCSE performance	66

LIST OF FIGURES

Figure 2.2: Principal's instructional supervision and students' KCSE performance.....	24
Figure 4.1: Distribution of students by age.....	40
Figure 4.2: Distribution of principals by level of education.....	41
Figure 4.3: Teachers response on teaching experience.....	43
Figure 4.4: Trained on instruction supervision.....	44
Figure 4.5: School practice target setting.....	45
Figure 4.6: The performance in KCSE attributed to target setting.....	47
Figure 4.7: Inspection of professional records and performance in KCSE	51
Figure 4.8: Academic clinics and students' KCSE performance.....	54
Figure 4.9: Observation of classroom teaching by principals.....	48

ABBREVIATION AND ACRONYMS

KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
NACOSTI	National Commission of Science, Technology and Innovation
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study is to investigate the influence of secondary school principals' instructional supervision practices on students Kenya Certificate of Secondary Examination performance in Matuga district. The objectives of the study were to determine the extent do principals target setting influence students' Kenya Certificate Secondary Education (KCSE) performance, establishing the effects of principals' checking of professional record on students' KCSE performance, establish the effects of organization of parents student academic clinics by the principals on students' KCSE performance and to determine the extent to which principals' classroom observation influence student Kenya certificate of secondary examination performance in Matuga district. The study used descriptive survey design in which the target population was 7,567 students, 30 headteachers and 325 teachers from 30 public secondary schools. The study sampled 20 principals, 100 teachers and 240 students using stratified random sampling and purposive sampling methods. Of the sampled respondents, 240 students, 100 teachers and 18 principals responded by either completing the questionnaire and returning or participating in an interview. The data was collected by use of questionnaires and interview schedule. Data was analysed using descriptive statistics such as frequency and percentages and content analysis. The study established that according to majority of the teachers (69%) the principals' target setting influenced the students' performance in KCSE. The study further established that 71 percents of the teachers indicated that the principals checking of the professional reports enhanced the students, performance in KCSE. The study also established that most of the teachers (65%) indicated that the academic clinics enhanced the teachers' instructional skills thereby enhancing the performance of students in KCSE. It was also revealed that according to 94 percent of the teachers, the classroom observation by the principal enhanced the students' performance in KCSE. The regression analysis on the relationship between the dependent and the independent variable demonstrated that all the independent variables had a positive relationship with the students KCSE performance. Based on the findings of the study as was demonstrated by the regression results, the study concluded that target setting, checking of professional records, academic clinics and classroom observations influenced the performance of the students in KCSE. The study recommended that the principals should emphasis the importance of target setting with the aim of raising the academic performance of the school, the principals should include other reports which were not inspected as was the lesson plans and schemes of work, the government should make it a policy requirement that all the reports are inspected regularly by the principal, the principal should intensify the academic clinics so as the enhance the teachers instructional skills the thereby improve the academic performance of the students and that the principal should intensify classroom observations with the aim of ensuring efficiency as the teachers are able to provide the students with the necessary knowledge and no time is lost or wasted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Supervision is critical in the development of any educational program in both developed and developing countries including Kenya. In education, the role of educators has undergone dramatic shifts in the recent past. Many teachers, especially the newly qualified teachers from colleges may not have mastered or developed sufficient skills for effective teaching; hence, there is a need for instruction in the classroom to be supervised (Panigrahi, 2012). Montgomery (1999) noted that effective teaching is occurring where the majority, preferably all the pupils, learn most of what the teacher intended. Stevens (2010) citing Cogan (1973) argue that the difficulties teachers face in learning how to teach and in improving their teaching on the job is at the root of the major problems in the preservice and inservice education of teachers.

Okumbe (1998) defines supervision as the coordinated direction of instructional leadership and evaluation or phase of educational administration which is concerned with instructional effectiveness. Wiles and Bondi (1996) view supervision as a survival leadership and coordinating role among school activities concerned with learning. According to Storey and Hargard (1990 cited in Nakpodia, 2006) supervision refers to the attempt through second intervention to

ascertain, maintain and improve the quality of the work, it is a process of obtaining, deploying and utilizing a variety of essential resources in support of organizations objectives and goals. Thus if managers achieve organizations goals they are viewed as effective and if they do so with minimum resources they are deemed to be efficient.

Instructional supervision is a broad construct that encompasses a variety of roles and tasks that range from the technical to the interpersonal (Weller & Weller, 2002). Broadly, instructional supervision includes such work as the supervision of instruction (Kleine-Kracht, 1993), the evaluation of the curriculum (Sergiovanni & Starratt, 2002), and the oversight of change and school improvement (Gainey & Webb, 1998). Others, when describing instructional supervision, have included any actions designed to improve conditions for teaching and learning all loosely coupled to the intents of instructional supervision.

Nakpodia (2006) asserts that, instructional supervision in the modern era, centers on the improvement of the teaching the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers. Follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Moreover, it helps the teachers in terms of self-discovery particularly in the areas of improvisation and

use of modern teaching aids as a basis for improving teaching strategies. This is done through checking of the records of work such as the lesson plan and scheme of work, classroom observation by the principal through round checks, setting targets for the teachers to achieve desired performance and conducting academic clinics (Okumbe, 1987). Fullan (2007) underscored the critical importance of supervision role in high-quality instruction and its systematic delivery as most necessary in order to ensure continuous improvement and ongoing academic success.

In France school supervisors or inspectors as they are called continue to fulfill tasks with an authoritarian approach. There is a highly structured form of instructions and a very centralized system of supervision such that the Minister of Education can tell on any day exactly where each teacher is in syllabus coverage anywhere in the country (Glickman & Gordon, 1998).

According to the British education (schools) Act of 1992, the role of inspector in Britain is to monitor the standard quality, efficiency and ethos of the school and inform the government and the general public these matters (Maw, 1996). The inspectorate in Britain thus among other things proposed methods of instruction and discipline, inquire on schools financial position, plans and specifications of buildings and availability of books. In many countries where inspectorate system of supervision of schools is conducted, the responsibility of school

inspection lies with inspectorates. For example, in Scotland the major inspectoral responsibilities include inspection of individual schools and colleges, monitoring arrangements of quality in education through the inspection audit unit and to provide frank and objective advice to the secretary of state and finally to ensure that education initiatives are implemented effectively (Maw, 1996).

In Ghana the Ministry of Education, Science and Sports is a multi portfolio government ministry responsible for the government and management of Ghana's education, science, industry and sports. It is responsible for the national education curriculum and its supervision. The effectiveness of the Ghanaian school principals in achieving quality education depends on their ability to manage inhibitive cultural values that affects the teachers' performance and pupils learning. Capacity to provide harmony between the school and the community and also their ability to provide discipline (Baffour-Awuah, 2011).

In Tanzania, the management of education and vocational training is through the Ministry of Education and Vocational Training. The responsibility of Ministry of Education (MOE) is to supervise, manage, inspect schools and plan and coordinate all educational matters. The effectiveness of the Tanzanian school principal in supervision aims at raising the teachers' level of commitment and time on task. The principal is expected to have high levels of transparency and

accountability in dealing with teachers (Tanzania Ministry of Education and Vocational training, 2005).

The Principals' instructional supervision has been linked to the academic performance of the students. 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.

Matuga District is one of the three districts in Kwale county, the others being Msambweni and Kinango. However, the Kenya Certificate of Secondary Examinations (KCSE) performance in District is below the National average grade of C (plain). Indeed in the last five years district mean score has been between 4.00 and 4.90 which is a mean grade of C – (minus). A review of the performance between 2008 and 2012 revealed as depicted in Table 1.1 revealed that the performance was below average falling below mean grade 5.0 for the period under review.

Table 1.1: Mean Score of Secondary Schools in KCSE between 2008-2012

	2008	2009	2010	2011	2012
Kubo District	4.91	4.74	4.92	4.55	4.61
Matuga District	4.71	4.27	4.09	4.47	4.16

This kind of results deny most students’ opportunity of further education in universities and other tertiary institutions hence the need to investigate the influence of principals’ instructional supervision practices on the students’ performance.

1.2 Statement of the problem

The performance of students in the Kenya Certificate of Secondary Examinations (KCSE) has not been satisfactory in general (Kariga, 2007). Analysis of KCSE

results revealed that almost half of the students who sat for KCSE examinations in 2011 attained a mean grade of D+ and below and in 2012, the mean grade remained relatively the same without any improvement (Too, Kimutai & Kosgei, 2012; XXX, 2013). Poor performance in KCSE examinations limits students' chances of joining institutions of higher learning and opportunity for job placement. Performance in national examinations in Matuga District is below average, with very few students managing grades for university entry as shown in table 1.1 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 sought to determine the influence of principals' instructional supervision practices on students' performance in KCSE in public secondary schools in Matuga district.

1.3 Purpose of the study

The purpose of this study was to investigate influence of secondary school principals' instructional supervision practices on students Kenya Certificate of Secondary Examination performance in Matuga district.

1.4 Objectives of the study

The study had the following objectives:

- i. To determine the extent to which principals' target setting influences students Kenya Certificate of Secondary Examination performance in Matuga district.
- ii. To establish the effect of principals' checking of professional records on students performance in Kenya Certificate of Secondary Examination in Matuga district.
- iii. To determine the effect of principals' organization of parent student academic clinics on students Kenya Certificate of secondary Examination in Matuga district.
- iv. To determine the extent to which principals' classroom observation influences performance of students in the Kenya certificate of secondary examination in Matuga district.

1.5 Research questions

The following were the main questions of the study:

- i. To what extent do principals target setting influence students' Kenya Certificate Secondary Education (KCSE) performance in Matuga district?
- ii. What are effects of principals' checking of professional record on students' Kenya Certificate Secondary Education (KCSE) performance in Matuga district?

- iii. What are effects of organization of parents student academic clinics by the principals on students' Kenya Certificate Secondary Education (KCSE) performance in Matuga district?
- iv. To what extent do principals classroom observation influence student Kenya certificate of secondary examination performance in Matuga district.

1.6 Significance of the study

The findings of the study could be used by the principals immediate supervisors (District education Officer or County Directors Education) to be able to supervise them better after establishing areas that they have knowledge and skill gap. They could also help the principals themselves to overcome their own challenges and thus improve their overall effectiveness and by extension lead to better performance. Further, the findings could provide feedback to the Teachers Service Commission (TSC) on the quality of administrators needed to head secondary schools. The Kenya Education Management Institute (KEMI) will also benefit from the findings through identifying knowledge and skill gaps in instructional supervisors and thus offer training programmes that are tailored to address such gaps.

1.7 Basic assumptions of the study

The study was based on the following assumptions:-

- i. That all principals were professionally trained and are conversant with their supervisory roles.
- ii. That principals knew the instructional supervision practices.
- iii. That all principals attend in service courses to improve their supervisory skills and were aware of the current supervisory techniques.
- iv. That all respondents would be cooperative, honest and give reliable answers.

1.8 Limitations of the study

It was not possible to control the attitudes of the respondents which could affect the validity of the responses. This was because respondents could have given socially accepted responses to avoid offending the researcher. The researcher assured the respondents of the confidentiality of their responses in a bid to ensure objective responses.

1.9 Delimitations of the study

The study limited itself to principals of secondary school in Matuga district alone. The findings could therefore only be generalized to other places with caution. Further more poor performance could have been attributed to other factors but this study was focused on principals instructional supervision practices.

1.10 Definition of significant terms

Classroom observation: Refers to the quantitative method of measuring classroom behaviors from direct observations that specifies both the events or behaviors that are to be observed and how they are to be recorded.

Education clinic: refers to a method of supervision whereby the supervisor is involved with the teacher in a close, “helping, relationship”.

Instructional supervision: this refers to as an ongoing periodical formative practice carried out solely inside the classroom with intent to improvement teacher’s instructional practices and student performance during normal classroom teaching.

School: refers to secondary school institution leading to attainment of Kenya Certificate of secondary education (KCSE).

Student performance: refers to the grades attained by form four students at KCSE examination as indicated by the mean performance index or grades ranging between A and E.

Target setting: Involves establishing specific, measurable, achievable, realistic and time-targeted goals of the academic achievement by the principal to the teachers.

1.11 Organization of the study

The study was organized into five chapters. The first chapter comprised of background to the study, statement of the problem, purpose of the study,

objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, assumptions underlying the study and definition of significant terms. Chapter two contained the literature review on concept of supervision, effect of instructional supervision on academic performance, influence of target setting on student academic performance, checking of teachers' records on student academic performance and the effect of organizational clinics by principals on student academic performance. The chapter also contained summary of the chapter, theoretical framework and the conceptual framework. Chapter three covered research methodology which includes research design, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques. Chapter four covered introduction, data responses to questionnaires and interpretation of the findings. Chapter five included introduction, summary of the findings, key findings of the study, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores the literature related to instruction supervision by secondary school principals globally, regionally and locally. The areas reviewed include the concept of supervision, the principals' role in the instructional supervision, instructional supervision on academic performance where it reviewed literature on target setting on students' academic performance, checking of teachers records on students' performance and organization of clinics by principals. The study reviews what other researchers have done, their methodologies they used, and their recommendations. Related literature highlights gaps in knowledge which acted as justification for the current research.

2.2 Concept of supervision

Researchers have assigned several definitions and interpretations to supervision, but almost all of them centre on a common aim or objective (Bays, 2001; Beach and Reinhartz, 1989; McQuarrie and Wood, 1991). The main objective of supervision is to improve teachers' instructional practices, which may in turn improve student learning. Researchers have offered several purposes of supervision of instruction, but the ultimate goal is to improve instruction and student learning. Beach and Reinhartz (1989) think the focus on instructional

supervision is to provide teachers with information about their teaching so as to develop instructional skills to improve performance. Also in Bolin and Panaritis' view (as cited in Bays, 2001), supervision is primarily concerned with improving classroom practices for the benefit of students regardless of what may be entailed (e.g., curriculum development or staff development) (Bays, 2001). Further, McQuarrie and Wood (1991) also state that the primary purpose of supervision is to help and support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms.

Others believe the purpose of supervision is helping teachers to be aware of their teaching and its consequences for their learners (Glickman, Gordon, & Gordon, 1997; Nolan, 1997). Some researchers have also theorised that supervision is an act of encouraging human relations (Wiles & Bondi, 1996) and teacher motivation (Glickman, Gordon, & Gordon, 1998) and enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan, 1997). Supervision is believed to provide a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Nolan & Francis, 1992). The purposes of supervision provided by these researchers can be grouped under the following themes: improving instruction; fostering curriculum and staff development; encouraging human relations and motivation; and encouraging action research and supporting collaboration.

Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors. The term supervision has gradually taken over inspection, but both terms are sometimes used together. But Musaaazi (1982) posits that school supervision which began as inspection has been replaced by that of supervision. The concept and practice of supervision of instruction has evolved over the years (Glickman, Gordon & Ross-Gordon, 2004). Early supervisors in the 19th century set strict requirements for their teachers and visited classrooms to observe how closely the teachers complied with stipulated instructions; departure from these instructions was cause for dismissal (Oliva & Pawlas, 1997). Oliva and Pawlas bemoan that some school supervisors or inspectors, as they are called in other countries, continue to fulfil their tasks with an authoritarian approach. They note, however, that superintendents (supervisors) have changed their focus from looking for deficiencies that would merit dismissal of teachers to helping teachers overcome their difficulties.

Some researchers suggest that supervision was historically viewed as an instrument for controlling teachers. Glickman, Gordon and Ross-Gordon (2004) refer to the dictionary definition as to “watch over”, “direct”, “oversee”, and “superintend”. They believe that because the historic role of supervision has been inspection and control, it is not surprising most teachers do not equate supervision with collegiality. Hoy and Forsyth (1986), for their part, noted that supervision has its roots in the industrial literature of bureaucracy, and the main purpose was

to increase production. To them, the industrial notion of supervision was overseeing, directing and controlling workers, and was, therefore, managements' tool to manipulate subordinates. This negative consequence of external control of teachers' work lives has resulted in the flight of both new and old teachers from education of both new and experienced educators (Ingersol, 2003).

Some researchers such as Bolin and Panaritis (1992), Glanz (1996), and Harris (1998) (as cited in Bays, 2001) argue that defining supervision has been a recurrent and controversial issue in the field of education. Harris for instance observes that current thoughts in the definition of supervision of instruction do not represent full consensus, but has listed some common themes across different definitions. These include supporting teaching and learning; responding to changing external realities; providing assistance and feedback to teachers; recognising teaching as the primary vehicle for facilitating school learning; and promoting new, improved and innovative practices. Harris, however, noted that questions of roles, relationships, positions, and even skills and functions remain without full consensus.

Supervision is a service provided to teachers, both individually and in groups, for the purpose of improving instruction, with the student as the ultimate beneficiary (Oliva & Pawlas (1997). Oliva and Pawlas note that it is a means of offering to teachers specialized help in improving instruction. They argue that supervisors

should remember that teachers want specific help and suggestions, and they want supervisors to address specific points that can help them to improve.

Similarly, supervision of instruction is seen as a set of activities designed to improve the teaching and learning process. Hoy and Forsyth (1986) contend that the purpose of supervision of instruction is not to judge the competencies of teachers, nor is it to control them but rather to work co-operatively with them. They believe that evaluation, rating, assessment, and appraisal are all used to describe what supervisors do, yet none of them accurately reflects the process of supervision of instruction. To them, such terms are a source of suspicion, fear and misunderstanding among teachers. Hoy and Forsyth (1986) state that although assessment of teacher effectiveness may be necessary, it is not supervision of instruction. They think evaluation is likely to impede and undermine any attempt to improve the teaching-learning process. They suggest the following propositions form a basis of theory and practice of supervision whose purpose is to improve instruction: the only one who can improve instruction is the teacher himself/herself; teachers need freedom to develop their own unique teaching styles; any changes in teaching behaviour require social support as well as professional and intellectual stimulation; a consistent pattern of close supervision and coercion seems unlikely to succeed in improving teaching; improvement in instruction is likely to be accomplished in a non-threatening situation- by working with colleagues, not supervisors, and by fostering in teachers a sense of inquiry

and experimentation. Hoy and Forsyth (1986) conclude that the goal of the supervisor is not to solve an immediate problem, but rather to study the process of teaching and learning as part of ongoing system of evaluation and experimentation.

During the past several decades, instructional supervision has been identified as a means to enhance the performance of teachers in professional roles, since being a true “professional” requires that a teacher has to be fully capable of making appropriate decisions and providing high quality teaching services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious methodologies. Thus, supervision of instruction is closely connected with professional development. This connection has been the theme of a thorough study in recent decades (Beach & Reinhartz, 2000).

The importance of the connection between supervision and professional development cannot be underestimated. MacKenzie (as cited in Glickman et al., 1998), stated that those schools that link their instruction and classroom management with professional development, group development and action research under a common purpose achieve their objectives. Supervision in this case can be viewed as the function that draws all participants of school teaching-learning process together.

According to Glickman and Gordon (1998), supervision is a process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony toward their vision of what the school should be. There is a general acceptance of the idea that in organizations, including educational institutions, growth in knowledge and operational expertise depends greatly upon interaction with other workers in a common search for improvement. Sergiovanni and Starratt (2002) viewed schools as learning communities where students, teachers, and supervisors alike are learners and teachers depending on circumstances.

2.3 Principals' role in instructional supervision

The role of the principal has changed considerably since its formal inception in the early 1900s, shifting according to political eras and societal changes (Goodwin, Cunningham & Childress, 2003). The principal's role did not exist in the one-room schoolhouse, as teachers performed all functions. As schools grew in size and bureaucracy increased, the role was officially recognized in the early 1900s as one of manager and coordinator of activities. The nature of the role varied over time depending on social paradigm, politics, and the economy, but it was with the development of stronger, more vocal and active unions in the 1970s that the role of the principal shifted from that of a colleague of teachers to a representative of the school board, and the years followed with increased

centralization and increased bureaucracy (Tyack & Hansot, 1982 cited in I & Blasé, 2000).

Instructional leadership in schools continues to be a challenge today firstly due to its narrow definition cast against the large number of roles of the principalship. Stronge (1993) stated that because the job entails a large component of managerial duties and demands, instructional leadership is difficult to achieve. Some of these demands of the principalship have been created by social forces and others by policy issues (Goodwin Cunningham & Childress, 2003), but they have all resulted in “leadership issues including the layering of additional responsibility without corresponding authority, an imbalance between management and leadership despite the expansion of the work week, an increase in ambiguity and complexity, and declining morale and enthusiasm. In addition, the role of the principal is further extended because different factions of society expect different outcomes from schools, calling principals to be responsive to multiple demands (Catano & Stronge, 2007; Cuban, 1984).

2.4 Effect of instructional supervision on academic performance

Students’ academic performance depends a great deal on the instructional materials used. According to Annuma (2004), instructional materials help to make instructions practical and real thereby facilitating the understanding of the instruction. Most instructional materials require finance so educational

administrators during educational budgeting make provision for instructional materials (Annuma, 2004). But sometimes the money made available is not sufficient. Most schools do not have facilities such as laboratories, libraries and relevant books. Teachers and supervisors identify and see that these problems are solved.

Conducive environment contributes a lot to academic performance of students and as a result instructional processes and supervision strive actively in conducive environment. Ezeocha (1990) states that classroom visitation is one of the essential duties of educational supervisor and in these visits, the supervisors find out how conducive the place of learning are and plans will be made on how to improve learning environment to achieve the desired goals. Supervision and instructional process are mutually at work to improve the academic performance of students because without supervision, educational administrators will fail in their task of maintaining standard and qualitative education.

Ebiringha (1987) seeing how important supervision is in academic performance of students enumerated the following as the functions of a supervisor: seeing teachers' lesson notes, checking their instructional materials, watching teachers do the actual teaching, evaluating the ability of teachers, identifying instructional problems, introducing changes, helping teachers realize their potentials to improve instructions, and ensuring that teachers keep accurate and up-to-date

records, mandating teachers to provide students with feedback on their performances.

2.4.1 Influence of target setting on students' academic performance

The main purpose of setting targets is to improve performance by focusing mainly on what needs to be done in order to achieve future goals (Kaplan & Norton, 1996). Once targets have been set, it is possible to monitor progress against them, review the targets regularly in the light of new information. For target to be meaningful, they must have the following: targets must fit, in a holistic, the organization's overall goal and not lead to distortion of them; staff must understand why they are being introduced and feel committed to achieving them; base-line data must be of good quality and reliable; and monitoring data must be used intelligently.

Developing a school vision is an essential foundation from which the instructional activities of the school evolve (Sergiovanni, 1992) Glickmann (1990) put it that in almost all the studies dealing with instructional leadership defining and communicating a clear mission, goals and objectives for the school forms an important aspect. An instructional supervisor for effectiveness should develop set targets and communicate the same clearly to the stakeholders on programmed education/academic days set but for different classes. Understanding the purpose and goals of the schools by the stakeholders contributes to a healthy organized culture (Glickmann, 1990) learning as a long

life pursuits and in consideration of our goal to improve the quality of education we need to be continuously educated in order to achieve the same targets direct the pupils. Instructional supervisor should set targets on both academic performance and syllabus coverage.

2.4.2 Checking of teachers records on students' academic performance

Glickman (1990) describes the observation and evaluation process within schools as conducted by administrators or supervisors and generally involving face-to-face visits to the instructor's classroom and defines this process as Direct Assistance. A supervisor observes, records and analyzes district approved criteria of teacher performance and a report is generated as a part of the supervision process in a traditional school environment (Firth & Pajak, 1998).

Empirical studies have shown that although some supervisors were able to observe lessons, others were unable to do so. Some participants in Pansiri's (2008) study indicated that their supervisors visited classrooms with the intention of supervising instruction but were unable to provide professional support to the teachers. However, other participants reported their supervisors observed classes and wrote notes based solely on what was occurring in the classroom. Pansiri did not show the proportion in each case. The group of participants who received feedback reported that their supervisors carried out classroom supervision positively. Pansiri did not, however, indicate whether those supervisors who could

not offer professional support to the teachers were not knowledgeable in the subjects been taught or limited in expertise. Rous (2004) also reported that supervisors in her US study did not have enough time to observe lessons. Some participants in her study reported that their supervisors were not seen in their classrooms enough.

Eshiwani (1983) carried out a study in Vihiga District to investigate factors influencing performance among primary and secondary schools in Western province of Kenya. The study revealed that schools which showed signs of good performance had sound and efficient leadership and were involved in organizing the learning process for their schools and the heads carried out inspection of the teachers records. Griffin (1994) noted that administration had direct bearing on achievement of learners. Frequency of internal supervision and inspection of the teacher record by the administration contributed to better performance.

Musungu and Nasongo (2008) citing Brandit (1987) stated that effective principals are perceived as those who are involved in proper tuition and revision. Through revision of teachers and students work, proper testing policy, syllabus coverage, teacher induction courses, and team building enhance performance communicating in school vision effectively, providing resources for instruction and maintaining high visible presence in all parts of the school in all parts of the school is an instructional role which boosts performance.

2.4.3 Organization of clinics by principal and students' academic performance

Clinical supervision, as quoted in Kruskamp (2003) from, is a powerful model for professional development, and the purpose of clinical supervision is to help teachers modify existing patterns of teaching in ways that make sense to them. The supervisor's job is, therefore, to help the teacher select goals to be improved and teaching issues to be illuminated, and to understand better his or her practice. The emphasis on understanding provides the avenue by which more technical assistance can be given to the teacher; thus, clinical supervision involves, as well, systematic analysis of classroom events.

One way to help teachers improve instruction is through clinical supervision. According to Olembo Wanga and Karagu (2004) supervision concerns the tactic of efficient and proper management of personal and their aspects of administration that are in line with the goal of administration. Clinical supervision is the rationale and practice designed to improve teacher's classroom performance. The principles data of clinical supervision obtained from the events which take place in the classroom are analyzed and the relationship between the teacher and the supervisor form the basis of the programme procedure and strategies designed to improve the students learning by improving the teachers instructional behavior (Olembo, Wanga & Karagu 1992).

Clinical supervision is a method of supervision whereby the supervisor is involved with the teacher in a close, “helping, relationship”. Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher’s performance and who serves as both a mirror and a sounding board to enable the teacher critically examine and possibly alter his or her own professional practice. Within the context of such supervision, ideas are shared and help is given in order to improve the teacher’s ability through the analysis of objective data that is collected during the observation. It might interest us to note that the use of clinical supervision as a method for improving instruction has a fairly recent history in the United States. The earliest application began with Morris Cogan and Robert

Goldhammer at Harvard University in the 1960s and continued later at the University of Pittsburgh and other institutions. As recorded by Glickman et al., (2001 p.324) Cogan’s *Clinical Supervision* 1973 and Robert Goldhammer’s book, also entitled *Clinical Supervision* (1969), are publications resulting from this pioneer work. Their efforts were stimulated by frustrations they encountered as university supervisors trying to help teachers who were beginners succeed.

Goldhammer and Cogan borrowed the term “clinical supervision” from the medical profession, where it has been in use for decades, to describe a process for perfecting the specialized knowledge and skills of practitioners. Although Clinical supervision is used almost in all levels of school of thought, it is increasingly used

and successfully too by mentor teachers, peer coaches, and teacher colleagues who believe that a fresh perspective will help to improve classroom success.

However to make this model of supervision work, supervisors must be willing to spend considerable time working with individual teachers on classroom problems or issues that the teachers themselves have identified and about which they want more information. In doing so, the supervisor must have better planning, data-collecting and good analysis of same, and then human relations skills to boost his/her efforts. (Goldhammer, Anderson, and Krajewski, *Clinical Supervision*: 1980).

The Clinical Supervision Model is based on the participation of two people who can be described to be fundamentally equal in being, aim and objective as they share in a common call and purpose but differentiated by functional inequality- the teacher and the supervisor, in that each within the school administration has his/her specific function to play for the good of the entire system. The model consists of four phases which can be modified according to the needs of the teachers and the supervisor and the fifth is but a critique of the four scopes. The stages are briefly described below as: pre- observation conference, classroom observation, analysis and strategy session, conference stage and post- conference observation or what can be called a Critique of foregoing four steps (Okafor, 1998)

A study was conducted in Nigerian by Adeyemi (2008) to investigate the impact of instructional supervision on the students' academic performance in senior secondary schools at Ondo state. The findings revealed that there was a significant impact of classroom visitation by principals on student academic performance in English language. This supports the findings of Harbison and Hanushek (1992) that there was significant impact of class visitation by principal on students' academic performance in English language in secondary schools in America.

2.5 Summary of literature review

From the reviewed literature, it is evident that there is significant relationship between principals instructional supervision practices and students academic performance. Alumni and Akinfokiri (2012) agree with Halliger and Heck (1998) that checking students notes has an impact on academic performance. Blaise and Blaise (2000) concurs with Glickmann and Gordon (1998) by saying that it is the responsibility of the principal to provide instructional leadership in order to improve students academic performance. Classroom teaching sessions when observed and sincere feedback given assist teachers in changing their ways of doing things for the betterment of students' academic results. Indeed classroom observation plays a major role in improving students' performance. Kimeu (2010) explains how classroom observation creates a good relationship between the teachers and the principal. Classroom observation creates a

harmonious working environment which leads to high performance. While these studies highlighted the importance of instructional supervision on the performance of the students, no study was done in Matuga district to explore the influence of the principals instructional supervision on the students performance hence a knowledge gap which this study seeks to fill.

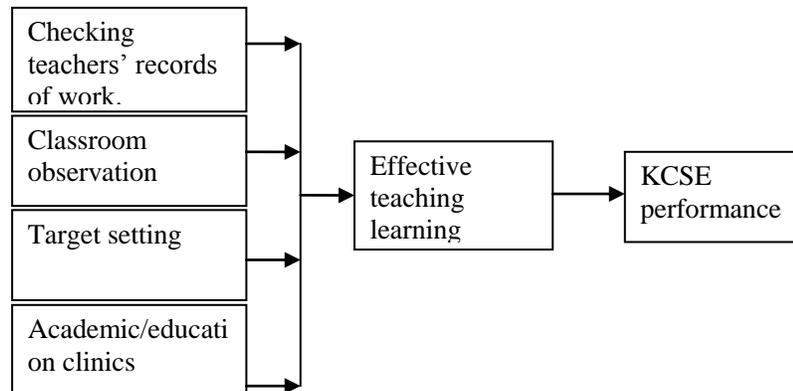
2.6 Theoretical framework

The study is based on the systems theory whose proponent is Ludwing Von Batenlaffie (Wendy & Mary, 2006). A school as a system is composed of various parts which work in an interrelated manner for accomplishment or stated goals. A school exists in the inform of an open system because it receives its input from the society and it also gives out its output to the society. The school receives teachers, parents and students. The principal coordinates the activities as he performs his instructional supervision tasks. Checking of teachers records of work, students' notes and classroom observation play a major role in the realization of the institutions objectives.

The teacher, students and parent as representatives of the environment influence the function of the system at a greater percentage. It is also applicable that the institution as a processing unit shapes the environment. Therefore effective instructional supervision by principals plays a major role in the success of an individual student, school and the entire community.

2.7 Conceptual framework

Figure 2.2: Influences of principal's instructional supervision on students' academic performance



The study is based on the concept that application of instructional supervision practices by the principals would influence the students' performance in Kenya Certificate Secondary Education (KCSE). The study is limited to instructional supervision practices such as target setting, checking of teachers' records, classroom observations and conducting of educational clinics. By setting the targets for the teachers, the principal will be ensuring that the goals of the schools are achieved. The principal has the duty of ensuring that the teaching records of the teachers are clear for the evaluate the performance of every teacher. By observing the classrooms, the principal will ensure that the teaching skills of teachers are enhanced and where necessary training organized to enhance the teachers' teaching skills. These will results into better instructional skills by the

teachers which will results into better academic performance by the students in the national examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research design, target population, sample size and sampling techniques, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques.

3.2 Research design

The study used descriptive survey design. Descriptive research design determines and reports the way things are (Mugenda & Mugenda, 2003). This approach is appropriate for this study because it involves an analysis of the influence of principals' instructional supervision practices on the students' academic performance. The design explored and evaluate in details the relationship between the dependent and independent variables (for this matter independent variable include target setting, checking of teachers' records, classroom observations and organization of educational clinics and the dependent variable is academic performance). Descriptive survey can also be used to investigate a population by collecting sample to analyse and discover occurrences.

3.3 Target population

Population refers to an entire group of individual having common observable characteristic. It is an aggregate of all that which conforms to a given

specification (Mugenda & Mugenda, 2003). The study was conducted in Matuga district which has 7,567 students, 30 head teachers and 325 teachers from 30 public secondary schools in Matuga District are targeted (DEO office Matuga, 2013)

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003), a sample is a group of accessible population. Sampling refer to that process of selection a sample from a defined population with the iteration that the sample accuracy represented the population. Bong and Gall (1983) suggest that for descriptive correlation studies 30% or the case are the maximum to work with. In this study out the 30 secondary schools 20 schools was selected using simple random sampling method. The study then sampled 366 respondents using both stratified random sampling and purposive sampling methods. Purposive sampling was used to sample 20 head teachers and 100 teachers comprising of class teachers each from the four classes and career master. The study then used stratified sampling to select 240 students three from every class from all the sampled schools. The classes formed the stratus. The sample size of this study was determined from the population using sample size formula ‘return sample size method’ for categorical data as propounded by Bertlett, Kotrilik and Higgins, (2001) and emphasized by Mugenda and Mugenda (2003):

$$n = \frac{z^2 p(1-p)}{d^2}$$

Where:

n -: the desired sample size.

Z -: is the corresponding standard score with the probability of error at 0.05 and a confidence level of 95%, which is 1.96

p -: is the occurrence level of the phenomenon under study and is equal to 0.5 where the occurrence level is not known

d -; is the selected probability of error of the study corresponding with 95% confidence level in this case 0.05

Substituting for the values:

$$n = \frac{1.96^2 \times 0.5(1 - 0.5)}{0.05^2}$$

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2}$$

$$n = 384$$

However since the target population to the study (7,922) is less than 10,000, the final sample size estimate could be adjusted as recommended by Mugenda (2003).

$$fn = \frac{n}{1 + n/N}$$

Where:

nf = is the sample size when population is less than 10,000

n = the sample size when the population is above 10,000

N = the population of the target sub-population

Substituted for the values:

$$n = \frac{384}{1 + \frac{384}{7922}}$$

$$n = 366$$

3.5 Research instruments

Data was collected using questionnaires. Questionnaires were designed with questions and statements related to the objectives of the study. The study employed three questionnaires; principals' questionnaire, teachers' questionnaire and students' questionnaire.

Each of the principals' teachers' and students' questionnaire consisted of two sections. Section A, solicited for personal data, while section B, dealing with instructional practices in the school and school performance.

3.6 Validity of the instruments

Validity is the degree to which a test measures what it purports to measure (Borg & Gall, 2003). Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda & Mugenda, 2003). In this study, content validity was determined by consulting the expertise of the supervisors. These experts looked at every question in the questionnaire and do their own analysis to ascertain that the questions answer research objectives of the area under study. Recommendations from the experts was taken into consideration in order to improve the instruments.

3.7 Reliability of the instruments

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 on the structured questions. 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 was correlated to determine their reliability using Pearson's Product Moment correlation co-efficient.

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

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 mean coefficient of 0.7 was obtained which 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. The District Commissioner (DC) and District Education officer (DEO) Matuga district were contacted, 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 was edited to identify and eliminate errors made by respondents. Coding was then done to translate question responses into specific categories. Descriptive statistics such as frequency distribution and percentages was used to analyse the data. Qualitative data was analysed using content analysis in which all the responses were categorized according to their thematic areas and analysed according to their contents. Statistical Package for Social Sciences (SPSS) software was used to aid in the analysis of data. Presentation was done on tables, figures and charts. The study used linear regression analysis to test the effect of the principals instructional supervision practices on the students performance in KCSE. The regression model was took the forms of:

$$P = \alpha_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e_i$$

Where:

Instructional supervision (0,1) - Is the independent variable, 1 is for training and 0 otherwise.

F	-	Implementation of fire safety standards
α_0	-	Is the constant
X_1	-	Target setting
X_2	-	Checking of professional records
X_3	-	Academic clinics
X_4	-	Classroom observation
$\beta_1, \beta_2, \beta_3, \text{ \& } \beta_4$	-	Coefficients
e_i	-	Is the residual error

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on the analysis of the data, presentations, interpretation and discussions of study findings. The presentations were done on the respondents' demographic information, the influence of the principals target setting on students performance in KCSE, the influence of principals checking of the professional records on the students performance in KCSE, the influence of principals organization of parents student academic clinics on students performance in KCSE and the influence of principals classroom observation on students performance in KCSE. This was in accordance with the research questions of the respondents which formed the subheadings in the chapter.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures (Mugenda & Mugenda, 2003). In this study out of 240 students 100 teachers and 20 principals sampled, 240 (100%) students, 100 (100%) teachers and 18 principals (90%) returned the questionnaires. These percentage return rates fell within the recommended return rate of at least 50 percent advocated by Mugenda and Mugenda (2003).

4.3 Demographic information

This section presents the demographic information of the respondents in the study. The demographic information for all the categories of the respondents focused on gender, age, education and experience in teaching. The findings of the study are presented in the subsequent sections.

4.3.1 Distribution of respondents by gender

The respondents were asked to state their gender with the objective of determining whether gender had an influence on the principals instructional supervision. The findings are presented in Table 4.1.

Table 4.1: Distribution of respondents by gender

Gender	Principal		Teachers		Students	
	f	%	f	%	f	%
Male	12	67	67	67	144	60
Female	6	33	33	33	96	40
Total	18	100	100	100	240	100

The study findings show that across the categories of the respondents (principals, teachers and the students) the male dominated. The results show that two third of the principals and the teachers were male while female only constituted one third. The findings show that 60 percent of the students were male and only 40% were

female. The findings could mean that the male have taken education as more important than the women.

4.3.2 Distribution by age

The study sought to determine the ages of the teachers and principals to show the distribution of teachers in Matuga district by age and whether age was linked to the principals instructional supervision. The findings are presented in Table 4.2 below

Table 4.2: Distribution of principals and teachers by age

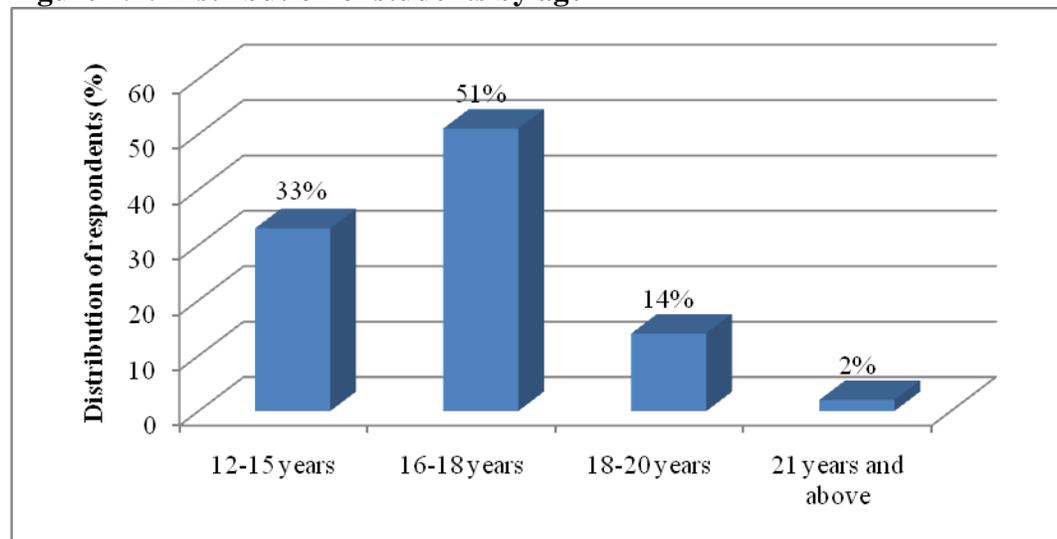
Age	Principal		Teachers	
	f	%	f	%
20 - 30 years	0	0	7	7
31 - 35 years	2	11	34	34
36 - 40 years	8	44	46	46
40 years and above	8	44	13	13
Total	18	100	100	100

The study findings show that most of the principals (44%) were aged between 36 and 40 and 40 years and above. The findings also show that most of the teachers (46%) were aged between 36 and 40 years while 34 percent were aged between 31 and 35 years. The none existence of principals in category 20 to 30 years may be attributed to the fact that to become a principal one needed to have an experience of some years in teaching. The low representation of teachers in the

category of 20 to 30 years may be attributed the fact that a few years ago the government froze recruitment of teachers.

The students were equally asked to state their ages to establish whether age the principals and teachers influenced the students' performance in KCSE. The findings are presented in Figure 4.1.

Figure 4.1: Distribution of students by age



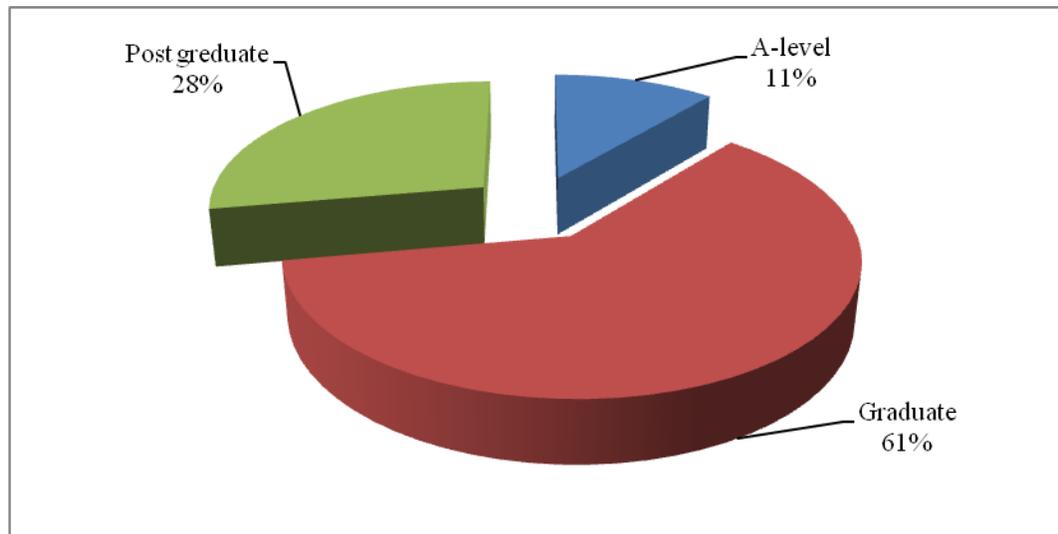
The study findings show that half of the students were aged between 16 and 18 years which one third were aged between 12 and 15 years. The findings show that most of the students leave the school when they are just 18 years which could have had influence on their performance in KCSE.

4.3.3 Highest level of education

The study sought to find out the principals highest level of education to show the distribution of the principals in Matuga district by the levels of education and

whether the level of education influenced their instructional supervision. The findings are presented in Figure 4.2.

Figure 4.2: Distribution of principals by level of education



The study findings show that most of the principals in Matuga District were graduates. The results show that 28 percent of the respondents had post graduate qualifications. The findings mean that the principals are highly educated.

4.3.4 Principals professional qualifications

The study sought to determine the highest professional qualification of the principals to determine whether this has any influence of their instructional supervision. The findings are presented in Table 4.3.

Table 4.3: Principals professional qualifications

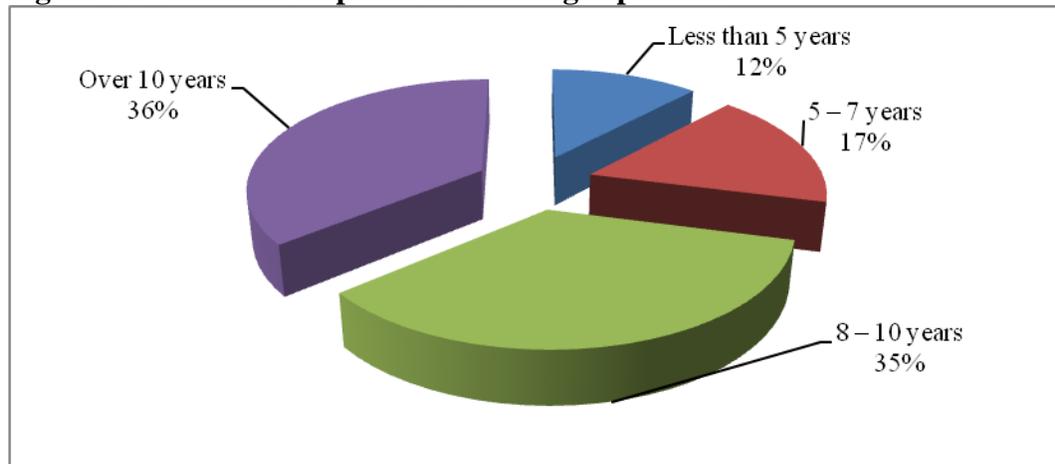
Qualification	Frequency	Percent
Untrained Teacher	0	0
Diploma	1	5
Bachelors of Education	12	67
Master of Education	5	28
Total	18	100

The study findings revealed that 67 percent of the principals in Matuga had bachelors of education while 28 percent had master of education. The findings mean that the principals have educational qualifications which is a requirement for the headteachers at secondary schools to have a certain professional qualification. The high qualification is vital in enhancing their competence in instructional supervision.

4.3.5 Teaching experience

The teachers were asked to indicate how long they have been teaching with the aim of determining whether it influences the students' academic performance. The findings are presented in Figure 4.3.

Figure 4.3: Teachers response on teaching experience



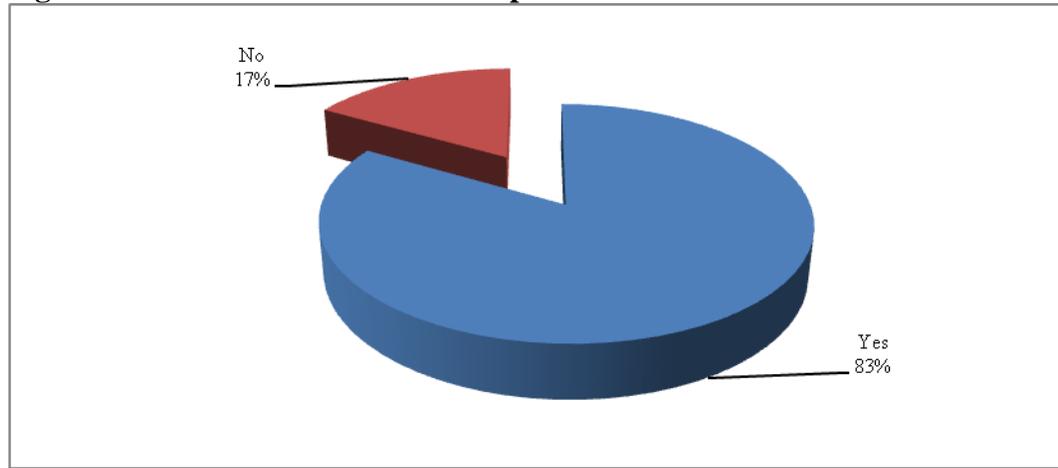
The findings of the study show that 35 percent of the respondents have been teaching for between 8 and 10 years. The findings also show that 36 percent of the respondents have been teaching for more that 10 years. These findings mean that the teachers have been in the teaching profession for a period long enough.

Asked to state what other responsibility they were given in the school, respondents indicated that they are usually on duty at least once a week to manage the running of the school. The teachers also said that they were class teachers. Others headed departments.

4.3.6 Trained on instruction supervision

The principals were asked to state whether they had received training on instructional supervision. The results are presented in Figure 4.4.

Figure 4.4: Trained on instruction supervision



The study findings show that majority of the principals (83%) had received training on how to carry instructional supervision. The findings therefore mean that the principals had the skills to conduct instructional supervision in their respective schools.

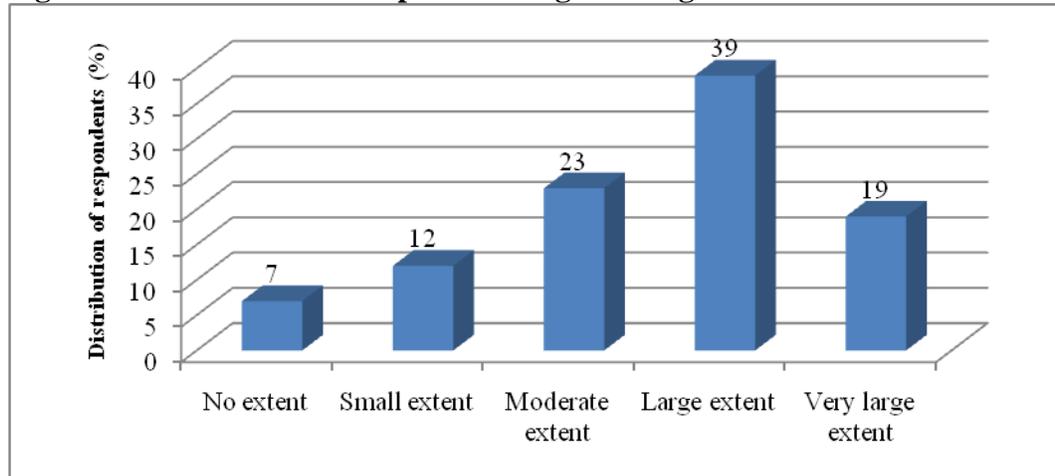
4.4 Principals target setting and students KCSE performance

In this section the study sought to determine the extent to which the principals target setting influenced the students KCSE performance in Matuga district. The findings are presented in the subsequent sections.

4.4.1 School practice target setting

The teacher respondents were asked to state the extent to which the schools practiced target setting. The findings are presented in Figure 4.5.

Figure 4.5: Whether schools practice target setting



The findings of the study show that 39 percent of the teachers indicated that the schools practiced target setting to a large extent while 19 percent indicated that target setting was practiced to a very large extent. The findings mean that most schools in Matuga practiced target setting which could be attributed to the introduction of internal quality assurance and standards in schools of which the principal is in charge.

The principals when asked to state the extent to which they set performance targets to the teachers all stated that all the staff had a target to achieve which is evaluated and reviewed regularly to identify any problems or barriers.

4.4.2 Target setting practices in public secondary schools

The respondents were asked to state the level of agreement with the statements regarding the target setting practices on a scale of strongly disagree, disagree, undecided, agree and strongly agree. The findings are presented in Table 4.4.

Table 4.4: Target setting practices in public secondary schools

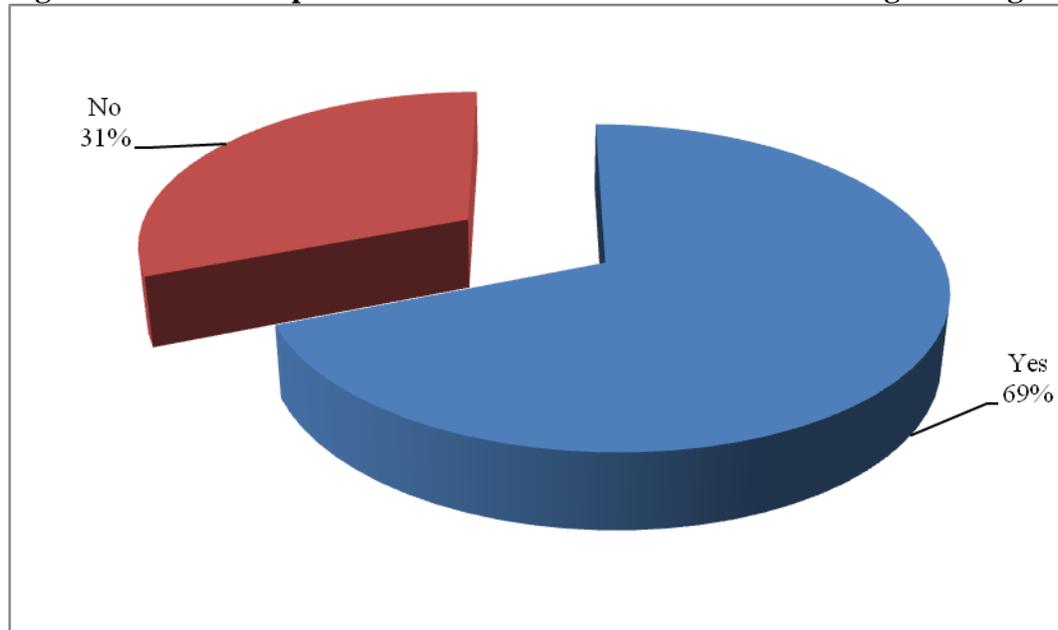
	Strongly degree		Disagree		Undecided		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
	I am always given targets to achieve on the performance in the subjects I teach	8	8	12	12	17	17	41	41	22
The school as a whole have the target of achieving a certain grade communally	5	5	11	11	16	16	39	39	29	29
I always achieve my targets	5	5	8	8	10	10	41	41	36	36
The principal always give us feedback of how we have faired with regard to our targets	8	8	13	13	20	20	36	36	23	23
My principal ensures that every teacher works towards achieving his/her target	6	6	11	11	23	23	32	32	28	28
The targets are according to ones ability	8	8	13	13	21	21	36	36	22	22

The study findings show that majority of the respondents (63%) agrees that they were always given targets to achieve in the subjects they taught. The results of the study also revealed that according to 68 percent of the respondents, the school as a whole had a target to achieve certain grade communally. The study findings show that 60 percent of the respondents indicated that the principal ensured that every teacher worked towards the achievement of his/her target. The findings mean that the target setting in the schools in Matuga district was rife.

4.4.3 The performance of the school in KCSE attributed to target setting

The respondents were asked to state whether the performance in the KCSE was attributed to the target setting. The findings are presented in Figure 4.6.

Figure 4.6: Whether performance in KCSE was attributed to target setting



The study findings show that majority of the teachers (69%) attributed the performance in KCSE to target setting. The results however show that 31 percent of the teachers indicated that the performance in KCSE has nothing to do with target setting in the school. This finding agrees with Glickmann, (1990) who noted that targets are set to achieve a higher performance which he noted that the targets should assist the supervisors achieve both academic performance and syllabus coverage.

The study established that according to all the principals, all the schools practiced target setting. The secondary data on the performance in KCSE revealed that the schools recorded mixed results which the districts mean grade being 4.34 in 2013. However, there were other schools that performed well scoring a mean grade of more than 5.0. This may mean that the target setting may not be the only factor influencing the performance of students in KCSE in Matuga district.

4.5 Principals' checking of professional records and students' performance in KCSE

In this section the study sought to determine the effect of the principals checking of professional records on the students' academic performance. The findings are presented in the subsequent sections.

4.5.1 Inspection of professional records

The respondents were asked to state the extent to which they agreed with the statements regarding the inspection of the professional records on a scale of never, rarely, sometimes, often and very often. The findings are presented in Table 4.5

Table 4.5: Inspection of professional records by principals

	Never		Rarely		Sometimes		Often		Very often	
	f	%	f	%	f	%	f	%	f	%
	The principal inspects the lesson plan	5	5	12	12	23	23	44	44	16
The principal inspects the scheme of work	6	6	11	11	24	24	42	42	17	17
The principal inspect the records of work covered	9	9	15	15	29	29	34	34	13	13
The principal inspects students' progress report	6	6	11	11	25	25	39	39	19	19
The principal ensured that the lessons were attended and made for	3	3	6	6	18	18	45	45	28	28
The principal ensured the adherence to prescribed lesson time	6	6	9	9	25	25	37	37	23	23
Principal ensured that teachers give assignments, mark and corrected	8	8	13	13	33	33	29	29	17	17
The principal asks for reports at the end of the week	9	9	17	17	31	31	27	27	16	16

The results of the study show that 60 percent of the teachers indicated that the principal often checks the lesson plans, while 23 percent indicated that the lesson plans were sometimes inspected. The results further show that according to 59 percent of the teachers, the principals often inspected the schemes of work. The

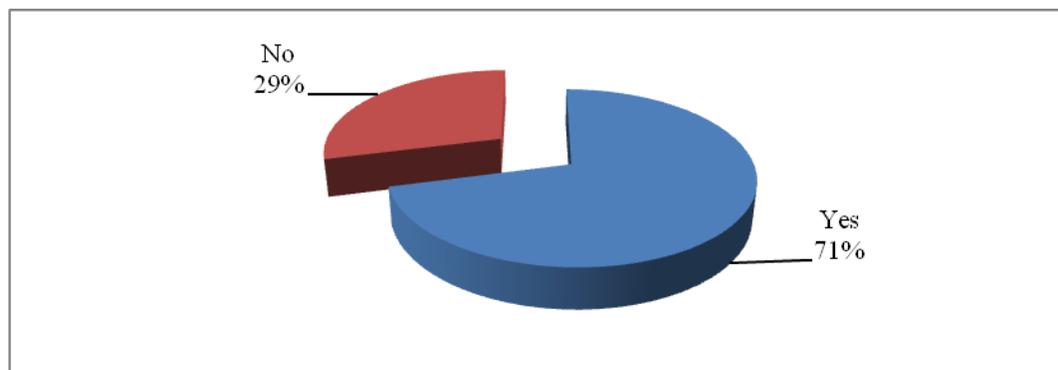
findings also show that 29 percent of the respondents indicated that sometimes, the principal inspected the schemes of work. However, the study findings show that slightly below half of the teachers indicated that the principals often inspected the records of work covered. Majority of the teachers (73%) indicated that the principals ensured that lessons were attended and made for. And according to 60 percent of the teacher respondents, the principal ensured adherence to prescribed lesson time. All the principals however, indicated that they inspected the teachers' scheme of work regularly. These findings mean that the principals to a large extent checked the professional records to ensure that the teachers taught only what was relevant.

These findings agree with Ebiringha (1987) who noted that for enhance students academic performance, the following were the functions of a supervisor: seeing teachers' lesson notes, checking their instructional materials, watching teachers do the actual teaching, evaluating the ability of teachers, identifying instructional problems, introducing changes, helping teachers realize their potentials to improve instructions, and ensuring that teachers keep accurate and up-to-date records, mandating teachers to provide students with feedback on their performances.

4.5.2 Inspection of professional records influenced performance in KCSE

The respondents were asked to state whether the checking of the professional records influenced the performance of students in KCSE. The findings are presented in Figure 4.7.

Figure 4.7: Whether Inspection of professional records influenced performance in KCSE



The study findings show that majority of the respondents (71%) stated that indeed the checking of the professional reports influenced the performance of the students in KCSE. Asked to explain their answers, respondents stated that by checking the principals were able to detect any weakness and make correction so that only correct information was imparted into the students. The respondents also indicated that by checking the principal ensured that the curriculum was implemented properly thereby leading to better performance in the national examination. The findings also agree with Ebiringha (1987) who noted that the checking of the professional records enhanced the students academic performance.

The study revealed that the schools recorded mixed results even though the results show that most schools had their principals checking the professional records. The results revealed that one of the schools which recorded low participation of the principal in checking records performed well in the KCSE (mean score 5.65). However, most of the schools which showed high use of checking of professional records performed well (mean score more than 5.0). Hence the study findings mean that checking of professional records influence performance in KCSE.

4.6 Principals' academic clinics and students KCSE performance

In this section the study sought to determine the effect of the principals organization of parent students academic clinics on students KCSE performance. The findings are presented in the subsequent sections.

4.6.1 Academic clinics practice in public secondary schools

The respondents were asked to state the extent to which they agreed with the statements regarding the practice of academic clinics. The findings are presented in Table 4.6.

Table 4.6: Practice of academic clinics in public secondary schools

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
Often times, principal talks to teachers about supervision of school and classroom instruction	7	7	13	13	23	23	36	36	21	21
My principal informs me earlier before he comes to supervise me in classroom.	4	4	8	8	19	19	42	42	27	27
My principal as supervisor is often available when I need guidance and advice on how to improve my classroom instruction and management.	0	0	5	5	19	19	45	45	31	31
I have been supervised or visited by my principal outside the classroom during extra-curricular activities such as sports, debates, or science practices.	7	7	12	12	25	25	34	34	22	22
My head teacher makes me feel relaxed and not intimidated during supervision process.	8	8	12	12	21	21	38	38	21	21
We normally have a meeting with my principal where we agree on the questions he/she to ask concerning the lessons which I answer	6	6	16	16	27	27	32	32	19	19
Together with the principal we normally identify the inhabitants of good performance and come up with possible solution e.g. follow-ups	8	8	16	16	25	25	29	29	22	22
I usually get feedback from the observations by the principal to improve my performance in the next lesson	7	7	13	13	21	21	35	35	24	24

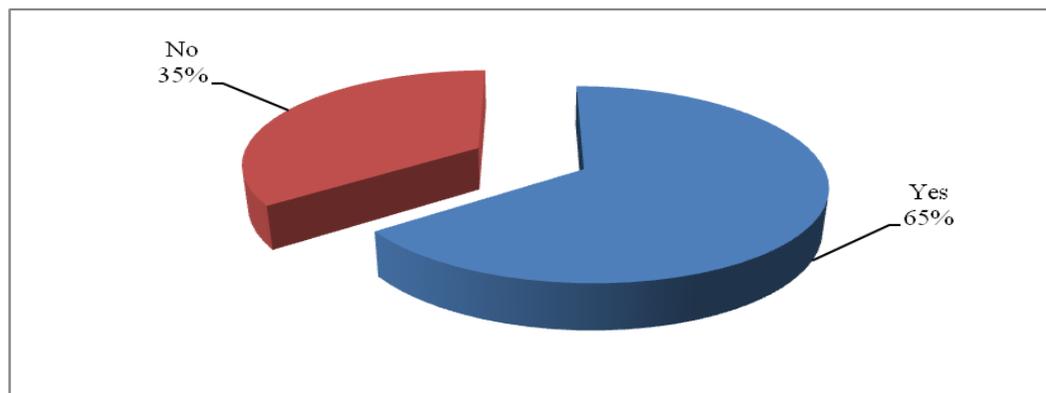
The findings of the study show that according to 57 percent of the respondents, the principal often talks to teachers about supervision of school and classroom

instruction. The study further revealed that majority of the respondents (67%) indicated that the principal informs them earlier before he/she comes to supervise them in classroom. According to 76 percent of the respondents, the principal as supervisor is often available when I need guidance and advice on how to improve their classroom instruction and management. The findings show that according to 59 percent of the teachers, the principals' visit has never been intimidating but friendly because they have always prior to the visit discussed his/her why the visit was necessary. These findings mean that the principals conduct academic clinics in consultation with the teachers. These findings support the views of Okafor (1998) that clinical supervision entails the supervisor sitting down with his/her subject and discussing issues to the observed and when and sharing the feedback.

4.6.2 Academic clinics and performance

The respondents were asked to state whether the academic clinics by the principal enhance the academic performance of the students. The findings are presented in Figure 4.8.

Figure 4.8: Whether academic clinics influenced KCSE performance



The study findings show that 65 percent of the teachers indicated that indeed the academic clinics enhance the academic performance of the students. Asked to state how they have benefited from the academic clinics, the teachers indicated that they were able to understand their areas of weaknesses and work on them for better implementation of curriculum.

From the study, it was evident comparing the use of academic clinics by the principals that the results were mixed. The findings showed that even though some schools used academic clinics, the mean score was relatively low. This may however be attributed to other factors which were not part of the study. The findings however showed that some schools which used academic clinics performed well above average (attaining mean score of above 5.0) and other which never used performed poorly (attained mean score of about 4.4 and below). This finding of the study agree with Adeyemi (2008) and Harbison and Hanushek (1992) that academic clinics enhance the performance of the students in various subjects.

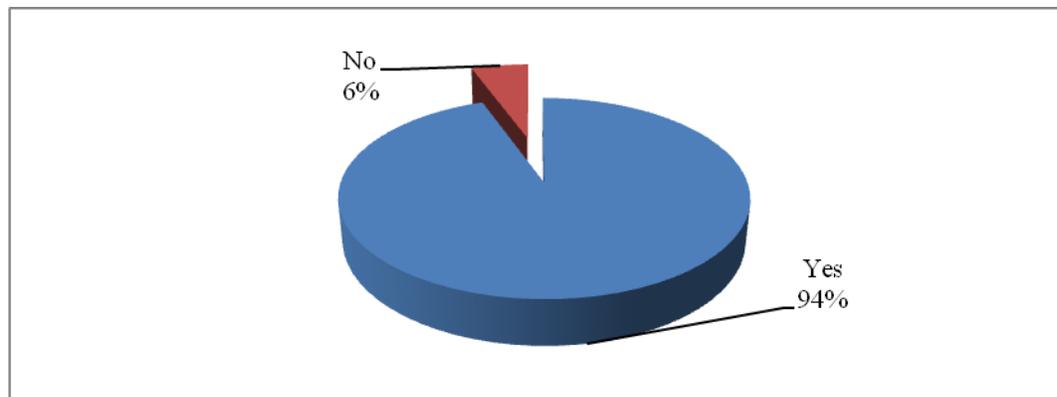
4.7 Principals classroom observation and students performance in KCSE

In this section the study sought to determine the influence of the principals classroom observation of the students performance in KCSE. The findings are presented in the subsequent sections.

4.7.1 Observation of classroom teaching by principals

The principals were asked to state whether they observed classroom teachings with the aim of determining whether the principals observation had any influence on the students academic performance. The findings are presented in Figure 4.9.

Figure 4.9: Whether principals conducted observation of classroom teaching



The results show that nearly all the principals indicated that they do observe classroom teachings. Asked to state how often they did this, the study established that most of the respondents stated that they often do this. From these findings of the study, the principals according to Ezeocha (1990) have fulfilled their mandate as supervisors as according to him, classroom visitation is one of the essential duties of educational supervisor and in these visits, the supervisors finds out how conducive the place of learning are and plans will be made on how to improve learning environment to achieve the desired goals.

4.7.2 Principals classroom observation

The students were asked to state the extent to which they agreed with the statements with regard to the principals' classroom observation. The results are presented in Table 4.7.

Table 4.7: Principals classroom observation

	Strongly degree		Disagree		Undecided		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
The principal normally visit our class during lessons	19	8	35	15	47	19	81	34	58	24
The principal normally goes round to check whether teachers are taking their lessons or not	17	7	33	14	51	21	85	35	54	23
The principal cautions teachers who fail to come to class	23	10	42	17	66	27	66	28	43	18
The principal inspects every students progress report	34	14	52	22	69	29	51	21	34	14
The principal sometimes comes to sit in class during lessons when the teacher is teaching	18	7	38	16	52	22	78	32	54	23
My teacher and the principal sometimes follow-up on me whenever I have problem with some subjects	23	10	32	13	43	18	85	35	57	24

The study findings show that according to 58 percent of the students, the principal normally visit their classrooms during lessons. The findings also show that 58

percent of the students indicated that the principal normally goes around to check whether teachers were taking lessons or not. The results show that 55 percent of the respondents indicated that sometimes the principal would come and sit in class during lessons when the teacher is teaching. The students also indicate that the teacher and the principal sometimes follow-up on them whenever they had problems with some subjects. These findings mean that the principals carried out classroom observations.

A comparison between the performance in KCSE and the principal classroom observation show that most of the schools that used the classroom observation recorded an average performance in KCSE (attained mean score of 5.0 and above) while those that never used the principal classroom observation recorded poor results in the KCSE (mean score of 4.4 and below). The findings therefore mean that the use of principals classroom observation influenced the students performance in KCSE.

4.8 Regression of KCSE performance and instructional supervision practices

In this section the study presents the regression results between the students KCSE performance and principals instructional supervision namely target setting, checking of professional records, academic clinics and classroom observation. Regression was to determine the relationship and the effect of the principals instructional supervision practices on the students performance in KCSE. The

instructional supervision practices included target setting, checking of professional documents, academic clinics and classroom observations. The model is represented by:

$$\text{Performance in KCSE} = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e_i$$

4.8.1 Relationship between target setting and students' KCSE performance

The results in Table 4.8 shows that coefficient of determination (Adjusted R^2) = 0.45, which gives proportion of variance (Adjusted $R^2 \times 100$) = 45%. This implies that the independent variable (target setting) accounted for 45% of the variance in the dependent variable (performance in KCSE). The joint effect of target setting is significant on the students' performance in KCSE ($F=82.662$; $P<0.05$).

Table 4.8: Composite effect of target setting on students' KCSE performance

Multiple R	=	0.676			
R Square	=	0.458			
Adjusted R Square	=	0.452			
Standard Error	=	0.322			
Analysis of variance					
Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.579	1	8.579		
Residual	10.171	98	.104	82.662	.000
Total	18.750	99			

The results in Table 4.9 shows the relative contribution of independent variable (target setting) to dependent variable (students' performance in KCSE) ($\beta =$

0.536, $t = 9.092$; $P < 0.05$) has a strong positive effect of the students performance in KCSE and the relationship is statistically significant. The findings confirm those of Glickmann (1990) who noted that target setting resulted in the achievement of higher performance.

Table 4.9: Relative contribution of target setting to students' KCSE performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.156	.125		1.254	.213
Target setting	.536	.059	.676	9.092	.000

4.8.2 Relationship between checking of professional records and students' KCSE performance

The results in Table 4.10 shows that coefficient of determination (Adjusted R^2) = 0.57, which gives proportion of variance (Adjusted $R^2 \times 100$) = 57%. This implies that the independent variable (checking of professional records) accounted for 57% of the variance in the dependent variable (performance in KCSE). The joint effect of checking of professional records is significant on the students' performance in KCSE ($F=130.667$; $P<0.05$).

Table 4.10: Composite effect of checking of professional records on students’

KCSE performance

Multiple R	=	0.756			
R Square	=	0.571			
Adjusted R Square	=	0.567			
Standard Error	=	0.286			
Analysis of variance					
Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.714	1	10.714		
Residual	8.036	98	.082	130.667	.000 ^a
Total	18.750	99			

The results in Table 4.11 shows the relative contribution of independent variable (checking of professional records) to dependent variable (students’ performance in KCSE) ($\beta = 0.893$, $t = 11.431$; $P < 0.05$) has a strong positive effect on the students performance in KCSE and the relationship is statistically significant. These findings are in agreement with Ebiringha (1987) that checking of professional records enhanced the students’ academic performance.

Table 4.11: Relative contribution of checking of professional records to students’ KCSE performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.214	.095		2.255	.026
Checking of professional records	.893	.078	.756	11.431	.000

4.8.3 Relationship between academic clinics and students' KCSE performance

The results in Table 4.12 shows that coefficient of determination (Adjusted R^2) = 0.37, which gives proportion of variance (Adjusted $R^2 \times 100$) = 37%. This implies that the independent variable (academic clinics) accounted for 37% of the variance in the dependent variable (performance in KCSE). The joint effect of academic clinics is significant on the students' performance in KCSE ($F=60.356$; $P<0.05$).

Table 4.12 Composite effect of academic clinics on students' KCSE performance

Multiple R	=	0.617			
R Square	=	0.381			
Adjusted R Square	=	0.375			
Standard Error	=	0.344			
Analysis of variance					
Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.146	1	7.146		
Residual	11.604	98	.118	60.356	.000 ^a
Total	18.750	99			

The results in Table 4.13 shows the relative contribution of independent variable (academic clinics) to dependent variable (students' performance in KCSE) ($\beta = 0.635$, $t = 7.769$; $P < 0.05$) has a positive effect on the students performance in KCSE and the relationship is statistically significant. These findings agree with

Olembo, Wanga and Karagu (1992) academic clinics enhance the students learning besides improving the teachers instructional behaviour hence better academic performance by the students.

Table 4.13: Relative contribution of academic clinics to students' KCSE performance

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.469	.106		4.409	.000
Academic clinics	.635	.082	.617	7.769	.000

4.8.4 Relationship between classroom observation and students' KCSE performance

The results in Table 4.14 shows that coefficient of determination (Adjusted R^2) = 0.61, which gives proportion of variance (Adjusted $R^2 \times 100$) = 61%. This implies that the independent variable (classroom observation) accounted for 61% of the variance in the dependent variable (performance in KCSE). The joint effect of classroom observation is significant on the students' performance in KCSE ($F=156.188$; $P<0.05$).

Table 4.14: Composite effect of classroom observation on students' KCSE performance

Multiple R	=	0.784			
R Square	=	0.614			
Adjusted R Square	=	0.611			
Standard Error	=	0.272			
Analysis of variance					
Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.521	1	11.521		
Residual	7.229	98	.074	156.188	.000 ^a
Total	18.750	99			

The results in Table 4.13 shows the relative contribution of independent variable (classroom observation) to dependent variable (students' performance in KCSE) ($\beta = 0.904$, $t = 12.497$; $P < 0.05$) has a strong positive effect on the students performance in KCSE and the relationship is statistically significant. These findings mean that the principals classroom observation strongly influence the students KCSE performance in secondary schools

Table 4.15: Relative contribution of classroom observation to students' KCSE performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.193	.089		2.170	.032
Classroom observations	.904	.072	.784	12.497	.000

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the study

The purpose of this study is to investigate the influence of secondary school principals' instructional supervision practices on students Kenya Certificate of Secondary Examination performance in Matuga district. Research question one sought to determine the extent do principals target setting influence students' Kenya Certificate Secondary Education (KCSE) performance. Research question two aimed at establishing the effects of principals' checking of professional record on students' Kenya Certificate Secondary Education (KCSE) performance. Research question three sought to establish the effects of organization of parents' student academic clinics by the principals on students' Kenya Certificate Secondary Education (KCSE) performance. And finally, research question four sought to determine the extent do principals classroom observation influence student Kenya certificate of secondary examination performance in Matuga district.

The study used descriptive survey design in which it targeted 20 principals, 100 teachers and 240 students from public secondary schools in Matuga district, out of which 358 comprising of 240 students, 100 teachers and 18 principals responded by either completing the questionnaire and returning or participating in an interview. The data was collected by use of questionnaires and interview schedule. Data was analysed both qualitatively and quantitatively.

As to the effect of target setting of the students' KCSE performance, the study established that according to 39 percent of the teachers, the schools practiced target setting to a large extent. The principals stated that all the staff had a target to achieve which is evaluated and reviewed regularly to identify any problems or barriers. The study results revealed that majority of the respondents (63%) agrees that they were always given targets to achieve in the subjects they taught. The school according to 68 percent of the teachers had a target to achieve certain grade communally. The study revealed that the principal ensured that every teacher worked towards the achievement of his/her target. Majority of the teachers attributed the performance in KCSE to target setting.

On the effect of principals checking of the professional documents, the study established that according to 60 percent of the teachers, the principal often checks the lesson plans, schemes of work (59%), ensured that lessons were attended and made for (73%) and ensured adherence to prescribed lesson time (60%). The study findings show that majority of the respondents (71%) stated that indeed the

checking of the professional reports influenced the performance of the students in KCSE.

On the effect of principals academic clinics on the students KCSE performance, the study established that according to most of the teachers, the principal often talks to teachers about supervision of school and classroom instruction. The results further revealed that 67 percent of the teachers indicated that the principal informs them earlier before he/she comes to supervise them in classroom while according to 76 percent of the respondents, the principal as supervisor is often available when I need guidance and advice on how to improve their classroom instruction and management. The study established that according to majority of the respondents academic clinics enhance the academic performance of the students.

On whether the principals classroom observation influenced students performance in KCSE, the study established that nearly all the principals most often observed classroom teachings. The results revealed that 58 percent of the students, indicated that the principal normally visit their classrooms during lessons. The results of the study revealed that most students indicated that the principal normally goes around to check whether teachers were taking lessons or not.

5.3 Conclusions

Based on the findings of the study, the study concludes that the principals target setting influenced the students performance in KCSE.

The study further concludes that the principals checking of the professional reports enhanced the students, performance in KCSE.

The study also concludes that the academic clinics enhanced the teachers instructional skills thereby enhancing the performance of students in KCSE

Finally, the study concludes that the classroom observation by the principal enhanced the students performance in KCSE.

5.4 Recommendations

The study made the following recommendations:

The principals should emphasis the importance of target setting with the aim of raising the academic performance of the school as it has been proved that target setting enhanced the performance of the students.

The study recommends that the principals should include other reports which were not inspected as was the lesson plans and schemes of work so as to enhance the academic performance of the students. The government should make it a policy requirement that all the reports are inspected regularly by the principal.

The study also recommends that the principal should intensify the academic clinics so as the enhance the teachers instructional skills the thereby improve the academic performance of the students.

Last, the study recommends that the principal should intensify classroom observations with the aim of ensuring efficiency as the teachers are able to provide the students with the necessary knowledge and no time is lost or wasted.

5.5 Suggestions for further research

The study was done in public secondary schools in Matuga district only. The study recommends that similar studies be done in other parts of the county

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APPENDIX I

LETTER OF INTRODUCTION

Department of Education Administration
and planning university of Nairobi

P.O Box 30197

Nairobi.

Date_____

The principal

_____ Secondary School

P.O. Box _____

Matuga District

Dear sir / madam

RE PERMISSION TO CONDUCT STUDY IN YOUR SCHOOL

I am a Post graduate student at the Department of the Educational Administration and Planning, University of Nairobi.

I am conducting a research on “**the influence of principal instructions supervision practices on students’ KCSE performance in Matuga district.**”

I will be grateful if you allow me to involve you and some of your teachers in this study.

I would like to assure you that the information gathered will be used solely for the research purpose and confidentiality will be respected.

Yours faithfully

Mwangi Michael.M

APPENDIX II

PRINCIPALS' SUPERVISION INTERVIEW SCHEDULE

The purpose of this interview guide is to obtain information from the principals on how they conduct instructional supervision practice in their respective school

1. What is your gender? -----
2. What is your highest level of education? -----
3. What is your highest professional qualification? -----
4. When did you begin teaching? -----
5. When did you become a principal? -----
(a) 0-5 years (b) 5- 10 years (c) 10- 15 years (d) 15 years and above
6. How many years have you been in this school as a principal?

7. Have you been trained on how to carry instruction supervision?
Yes () No ()
8. Do you observe class room teaching? Yes () No ()
If yes how frequent
a) very often b) often c) rarely d) never
ii If no why Not
9. How often do you inspect the teachers' lesson plans? _____

10. To what extent do you inspect the teachers' scheme of work?

11. To what extent do you set performance targets to your teachers?-----

12. Do you give feed back to teachers after classroom observation
Yes () No ()

13. How do you contribute in to following practices as instructional supervisor

- a. provision of instructional teaching learning resources -----
- b. Instructional supervision -----
- c. Staff development -----
- d. Time management -----

14. What problem do you face performing the mentioned tasks: -----

15. How many times in a term do you undertake the following instructional supervision practice you perform:

- i. Checking students and teacher notes -----

- ii. Provision of instructional materials -----

- iii. Observing teachers as they teach and proving feedback

- iv. Holding academic / educational days-----
- v. Target setting for both teacher and students-----

- vi. Communicating of new information to teachers and students

- vii. Checking record of work for teachers-----

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Instructions

- ❖ Please read each statement carefully and tick (√) against the appropriate answer.
- ❖ Fill in all the blank spaces as required

Part A: Background Information

1. What is your Gender? Male _____ Female _____
2. What age bracket do you belong? 20-30years _____ 31-35years _____ 36-40years _____ 40years and above _____
3. For how long have you been teaching? Less than 5 years () 5 – 7 years () 8 – 10 years () Over 10 years ()
4. Apart from teaching what other responsibility do you have in school?

Part B: Instructional Supervision

5. Following are a couple of statements describing general and instructional supervision. Please, read each statement and circle whether you strongly agree (SA), agree (A), are uncertain (U), disagree (D), or strongly disagree (SD) with statements given below.

In my school, supervision of teachers:

	SA	A	U	D	SD
Is always done					
Helps teachers get new skills and experience					
Motivates teachers and stimulates them to love teaching profession					
Is done as a way of evaluating teacher’s performance					
Is done as a way of helping teachers to improve their teaching practices and develop professionally					
The principal has worked to improve the learning					

environment by ensuring that there are teaching and learning materials and the relationship between the teachers and students is good					
---	--	--	--	--	--

6. Following are a number of statements related to supervision in school. Read each statement carefully and circle corresponding number indicating whether you 1= strongly disagree (SD), 2= disagree (D), 3= are uncertain (U), 4= agree (A), 5= strongly agree (SA)

		SA	A	U	D	SD
1	Oftentimes, our head teacher talks to teachers about supervision of school and classroom instruction					
2	My head teacher informs me earlier before he comes to supervise me in classroom.					
3	My head teacher as supervisor is often available when I need guidance and advice on how to improve my classroom instruction and management.					
4	I have been supervised or visited by my head teacher outside the classroom during extra-curricular activities such as sports, debates, or science practices.					
5	My head teacher makes me feel relaxed and not intimidated during supervision process.					
6	We normally have a meeting with my principal where we agree on the questions he/she to ask concerning the lessons which I answer					
7	Together with the principal we normally identify the inhabitants of good performance and come up with possible solution e.g follow-ups					
8	I usually get feedback from the observations by the principal to improve my performance in the next lesson					

7. State the extent to which you agree with the following sentences with regard to target setting?

		SA	A	U	D	SD
1	I am always given targets to achieve on the performance in the subjects I teach					
2	The school as a whole have the target of achieving a certain grade communally					
3	I always achieve my targets					
4	The principal always give us feedback of how we have faired with regard to our targets					
5	I principal ensures that every teacher works towards achieving his/her target					
6	The targets are according to ones ability					

8. State the how often the principal carried out these functions regarding the checking of the professional records on a scale of very often, frequently, occasionally, really and never.

	Very often	Frequently	Occasionally	Never
The principal inspects the lesson plan				
The principal inspects the scheme of work				
The principal inspect the records of work covered				
The principal inspects students' progress report				
The principal ensured that the lessons were attended and made for				
The principal ensured the adherence to prescribed lesson time				
Principal ensured that teachers give assignments, mark and corrected				
The principal asks for reports at the end of the week				

9. State the extent to which you agree with the information statements with regard to academic clinics.

	SA	A	U	D	SD
The headteacher always visit classrooms when the					

teachers are teaching					
The headteacher always evaluate teachers teaching skills					
The school encourages teachers to give feedback to fellow colleagues					

	SA	A	U	D	SD
The principal normally visit our class during lessons					
The principal normally goes round to check whether teachers are taking their lessons or not					
The principal cautions teachers who fail to come to class					
The principal inspects every students progress report					
The principal sometimes comes to sit in class during lessons when the teacher is teaching					
My teacher and the principal sometimes follow-up on me whenever I have problem with some subjects					

APPENDIX V

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. MICHAEL MAINA MWANGI
of UNIVERSITY OF NAIROBI,
96222-80100 Mombasa, has been
permitted to conduct research in
Mombasa County
on the topic: INFLUENCE OF
PRINCIPALS' INSTRUCTIONAL
SUPERVISION PRACTICES ON STUDENTS'
PERFORMANCE IN KENYA CERTIFICATE
OF SECONDARY EDUCATION IN MATUGA
DISTRICT, KENYA
for the period ending:
31st October, 2014

Permit No : NACOSTI/P/14/6549/2298
Date Of Issue : 30th July, 2014
Fee Recieved :Ksh 1,000

Applicant's Signature  **Secretary**
National Commission for Science, Technology and Innovation

APPENDIX VI

RESEARCH AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

30th July, 2014

NACOSTIP/14/6549/2298

Michael Maina Mwangi
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of principals’ instructional supervision practices on students’ performance in Kenya Certificate of Secondary Education in Matuga District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for a period ending **31st October, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Mombasa County** 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. S. K. LANGAT, OGW
FOR: SECRETARY/CEO**

Copy to:

The County Commissioner
The County Director of Education
Mombasa County.



National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified



REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department of Education

Telegrams: "EDUCATION", Kwale
Telephone: Kwale 040-2104010
Email Address: kwalecde@gmail.com
Please when replying quote

THE COUNTY DIRECTOR OF EDUCATION
P.O BOX 20 – 80403
KWALE

REF: KWL/CDE/A/29

DATE: 06/08/2014

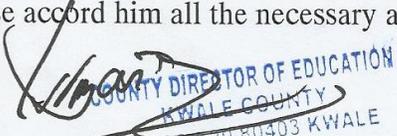
Michael Maina Mwangi
University of Nairobi
P.o Box 30197-00100

To All Principals, Matuga Sub-County

RE: RESERCH AUTHORIZATION

The above mentioned person is the Principal Ng'ombeni Secondary School .He is undertaking a Masters Degree research on "**influence of Principals' instructional supervision practices on students 'performance in Kenya Certificate of Secondary Education** in Matuga Sub-County, Kwale County, Kenya for a period ending 31st October 2014.

Please accord him all the necessary assistance he needs.


JUMA A MWATENGAR
COUNTY DIRECTOR OF EDUCATION
KWALE COUNTY

Cc.

1. The Governor
Kwale County Government
2. The County Commissioner
Kwale County
3. The Chairman KESSHA
Kwale County
4. The Chairman KEPSHA
Kwale County



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL
GOVERNMENT**

Telegrams: "DISTRICTER", KWALE
Telephone: **Kwale 4105**
When replying please quote
Ref. No. ADM.15/7/4CC/VOL.I/31
and date

THE COUNTY COMMISSIONER
P.O. BOX 1
KWALE

6th August, 2014

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION
MICHAEL MAINA MWANGI**

The above named person has been authorized to carry out research on "**Influence of principals' instructional supervision practices on students' performance in Kenya Certificate of Secondary Education in Matuga Sub County, Kenya,**" for a period ending 31st October, 2014.

This is therefore to request you to accord him any necessary assistance.


E. M. Achoki
County Commissioner
KWALE COUNTY