

**INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISION
PRACTICES ON STUDENTS' KCSE PERFORMANCE IN
PUBLICSECONDARY SCHOOLS IN MWALA SUB - COUNTY**

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DECLARATION

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

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DEDICATION

I dedicate this work to God, to my parents Sammy and Priscilla Kioko, and to my daughter Faith Mumo.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EFA	Education for All
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Educational Management Institute
KESI	Kenya Education Staff Institute
KNEC	Kenya National Examinations Council
LOF	Lesson Observation Form
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
SPSS	Statistical Packages for Social Sciences
TAR	Teacher Attendance Register
TSC	Teachers Service Commission

ABSTRACT

The purpose of the study was to determine the influence of principals' instructional supervision practices on students' KCSE performance in public secondary schools in mwala sub county. The objectives that guided the study were to establish how principals' classroom visitations influence students' academic performance in KCSE in Mwala sub county, to determine the extent to which checking of teachers' work records by the principal influences students' KCSE performance in Mwala sub county, to establish how checking of students' academic records by the principal influences students' KCSE performance in Mwala sub county and to determine the extent to which principals involvement in teaching influences students' performance in KCSE in public secondary schools in Mwala sub county. Descriptive survey design was used in this study to establish the influence of principals' instructional supervision practices on students' KCSE performance. The sample population comprised of seven public secondary schools in the sub county, seven principals and eighty six teachers. Data was collected by use questionnaires for teachers and interview schedules for principals. Before embarking on data collection, authority to conduct research was obtained from relevant authorities. First a letter from department of Educational Administration and planning which enabled the researcher seek a research permit from the National Commission for Science Technology and Innovation. Permission to conduct research was also sought from the Director of Education Machakos county and the county commissioner Machakos county. Data collected was analysed using frequency tables, percentages, pie charts and bar graphs. Key of the findings from the study were that lesson plans and schemes of work were checked by principals but assessment of students' records and teacher's lesson notes were irregular. The study concluded that class observation was not frequent. The study also found out that although most principals were allocated lessons to teach, majority did not attend such lessons. The study concluded that principals' class visitations influenced students' performance in KCSE. The study also concluded that checking of teachers' work records and students' academic records significantly affected KCSE performance. It recommended that principals should enhance classroom visitations; principals enforce preparation of documents by teachers and principals to check students' academic records. The principal should also be involved in teaching so that he/she can have a feel of the kind of students and the class challenges if any. A study with a bigger scope was a suggestion of the study to establish if influence of principals supervisory practices on academic performance of students in mwala sub county apply to other areas of the nation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Instructional supervision is a very important aspect of the principals' role in a school. If the principal is not keen on instructional supervision, it provides a venue for poor academic standards but effectively carried out instructional supervision boosts the teachers' professional performance thus improving students' academic performance (Mavindu, 2013). Instructional supervision which is the focus on this study occurs inside the classroom. It is concerned with students' learning in the classroom. The instructional supervisory practices by principals include: principal's classroom visitations, checking of students' academic records, checking of teachers' professional documents and the principal's involvement in classroom teaching.

Classroom visitation occurs when a supervisor physically remains in a class when a lesson is going on. In colonial New England supervision of instruction was done by local citizens who were appointed to inspect what the teacher was teaching (Godhammer, 1980). The role of supervision was later delegated to the school principals.

In West Africa, a study carried out by Obanya (2008) on evolution of school performance in West Africa, concluded that school performance would improve if the head teacher got in touch with what goes on in the classroom. These findings concur with Kimeu (2010). By so doing the head teacher would know what goes on in the classroom. He/she will get first hand information on issues such as adequacy or inadequacy of resources in the classroom, potential of excellence of the teacher and students and he will be able to know the quality of teaching and learning in the school (Kitavi, 2005).

In Kenya, studies by Muoka (2007) in Machakos, Muriithi (2012) in Imenti South and Abas (2014) in Tana North revealed that instructional supervision strongly impacted on the process of learning process and consequently on the performance of students. Failure to visit classes makes the principal fail to learn what is being done in the classroom.

Checking of students' academic records is another supervisory practice by principals. Students' academic records include exercise books where they write their lesson notes, filed past exam papers, personal study time tables, summery note books and any personal revision materials. These will reflect the work covered by the teacher, what has been checked by the teacher and what extra the students are doing on their own.

Supervision was found to influence the level of teaching and hence lead to improved performance in public schools in North America (Annunziata 1997). This calls for the principal to be keen in supervision practices. If the head teachers are not keen on instructional supervision, it provides a venue for poor academic standards, but effectively carried out instructional supervision boosts the teachers' professional performance thus improving students' academic performance. Poor students' academic performance is an indication that quality supervision of instructional activities in secondary schools is not being realized.

In Uganda studies on instructional supervision have also been done. Buregeya (2011) in his study on influence on head teachers' general and instructional supervision found out that most principals did not check students' notes. He attributed this to large number of students in their schools. Tamoooh (2015) agrees with Buregeye. Tamoooh in his findings in a study in Ololulunga division found out that principal rarely checked students' academic records because of their many responsibilities. Schools can contribute to students' academic achievements through the principals' supervisory leadership. If the principal does not get time to check students' work, performance is likely to be influenced negatively.

Another important instructional supervisory practice is checking teachers' work records. Such records include Schemes of work, records of work covered, lesson plans, lesson notes, internal and external exam files, students' registers and

progressive records. In Europe instructional supervision plays an important role in academic performance. Findings from a study by Word Bank (2011) in their study on assessment of the instructional role undertaken by head teachers indicated that head teachers who checked teachers' records posted high academic achievements.

In Tanzania the management of education is through the ministry of education and vocational training. Its responsibility is to supervise, manage, inspect schools, plan and coordinate all educational matters. The head of an institution is expected to have high level of transparency and accountability in dealing with teachers. The effectiveness of the head teacher in supervision aims at raising the teachers' level of commitment (Tanzania Ministry of Education and vocational training, 2005).

Previous studies in Kenya have focused on influence of principal's characteristics in performing administrative tasks (Mzee, 2011), role of head teacher in instructional supervision, (Muoka 2007), and instructional factors influencing pupils' performance Kimani (2013). One of the roles of principals' instructional supervision is checking teachers' work records. The teachers' work records remind the busy teacher of what he/she has covered in a given class and to monitor the progress of his students (Leina, 2013).

Of great significance in instructional supervision is principals' involvement in teaching. In Asia, Yunus (2010) carried out a study on school principals' role in

teaching. In his findings he stated that principals who attend classes have a close touch with the students. A principal who does not attend classes does not learn the attitudes and reactions of students, and other factors that affect teaching and learning (Wellington, 2008).

Briggs (2012) in his study on quality education in Nigeria argues that, to improve the quality of teaching in the school, supervision both internal and external is important. He advocates for strategies that enhance effective supervision such as good leadership, effective communication and improved curriculum. He also states the problem associated with effective supervision which include inadequate provision of infrastructure and supervisors finding faults in supervisees.

In Kenya instructional supervision has been taken with seriousness. For quality teaching and learning to occur, the school principal has to set good examples in improving learning outcomes of students (Kimeu, 2010). Tamooch (2015) concurs with kimeu in his study on KCPE performance in Ololulunga division, Narok county. When teachers and students see the principal in class teaching they feel motivated to work harder and this improves academic performance. The biggest concern is the increased amount of mandatory administrative work. In addition to this they are also in the classroom teaching (Ndung'u, 2015).

Focusing on the proposed topic of investigation, the available literature does not indicate studies that have been carried out in Mwala on principals' instructional supervision practices and the influence such practices have on students' KCSE performance. The KCSE mean for Mwala Sub County has not been good compared to national KCSE mean. This is shown in table 1.1.

Table 1.1: KCSE Performance in the year 2015 – 2017

Year	2015	2016	2017
National mean	5.4577	4.0220	3.721
Mwala sub county mean	4.370	3.437	3.237

Source Internet, KNEC KCSE analysis

From the data in table 1.1 the KCSE mean of Mwala sub county has been below the national mean in the last three years. Table 1.2 compares KCSE mean for Mwala sub county with other sub counties in the same county.

Table 1.2: Machakos sub counties KCSE performance in the year 2015 – 2017

Sub county	2015 KCSE Mean	2016 KCSE Mean	2017 KCSE Mean
Machakos	4.712	3.722	3.491
Matungulu	4.372	3.442	3.530
Kathiani	4.46	3.722	3.49
Masinga	4.642	3.593	3.461
Mwala	4.370	3.437	3.237
Athiriver	4.369	3.92	3.48
Yatta	4.35	3.24	3.290
Kangundo	3.993	3.492	3.301

Source: Machakos county Education office

From table 1.2 most of the sub counties in Machakos county have been getting a better KCSE mean than Mwala sub county in the last three years. In addition the mean is by far below the best mean that can be attained which is 12. The best that Mwalasub county has attained in the last three years was a mean of 4.370 in the year 2015. This is an issue of concern since poor academic performance is an indication of serious impediment.

1.2 Statement of the problem

In KCSE, Mwala sub county performance has been below average. Its performance falls below the average mean of 6. The researcher used results of 2015 to 2017 to explore if instructional supervision practices by principals could be the cause of this trend in dismal performance. This study therefore sought to establish why mwala sub county has not been performing well the past three years preceding the study. The question therefore was: Are the principals' supervisory practices the cause of the poor performance in Mwala sub county?

The number of students attaining quality grades in KCSE has been low. This study therefore sought to explore the influence of principals' instructional supervision practices on KCSE performance in public secondary schools in Mwala sub county.

Table 1.3: Mwala sub county KCSE performance from the year 2015 to 2017

Year	No. of candidates	No. of candidates with C+ and above	Percentage
2015	3768	927	24.60
2016	3961	620	15.65
2017	3899	354	9.08

Source: Mwala sub county education office

It is evident from table 1.3 that performance in KCSE in Mwala sub county has not been good. The number of students attaining grade C+ and above, which is the

minimum grade for university entry, has been low in the last three years. The mentioned information caused a concern in the researcher thus the need to establish how principals' instructional supervision practices influence students' KCSE performance in public secondary schools in Mwala sub county.

1.3The purpose of the study

The purpose of this study was to establish the influence of principals' instructional supervision practices on students' KCSE performance in public secondary schools in Mwala sub county, Machakos county.

1.4Objectives of the study

The study aimed at achieving the following objectives.

1. To establish how principal's classroom visitations influence students academic performance in KCSE in Mwala sub county Machakos county.
2. To determine the extent to which checking of teachers' work records by the principal influences students' KCSE performance in Mwala sub county Machakos county.
3. To establish how checking of students' academic records by the principal influences the students' KCSE performance in Mwala sub county Machakos county.

4. To determine the extent to which principal's involvement in teaching influences students' performance in KCSE in secondary schools in Mwala sub county Machakos county.

1.5 Research questions

This study sought to answer the following questions.

1. How does principal's classroom visitations and observation influence students' KCSE performance in Mwala sub county in Machakos county?
2. To what extent does checking of teachers' professional records by the principal influence students' KCSE performance in mwala sub county in Machakos county?
3. How does checking of students' academic records by the head teacher influence students' KCSE performance in Mwala sub county in Machakos county?
4. To what extent does the principal's involvement in teaching, influence students' KCSE performance in Mwala Sub County in Machakos county?

1.6 Significance of the study

This study may provide relevant information in identifying principal's instructional supervision practices and how these practices influence students' academic performance. The study may be of great use to the TSC which is the employer of

teachers, to ensure that it provides them with some training on instructional supervision before promoting them to head teachers. Ministry of education officers may also benefit as they are going to identify areas they may not have been checking in their supervision of schools and improve them. Principals and teachers may also benefit in improving supervisory and teaching duties. The study revealed inadequate or lack of supervisory activities by principals and recommend better approaches. Through this study, secondary principals may gain knowledge, facts and strategies which are required for effective and efficient instructional supervision practices.

1.7 Limitations of the study

The study was influenced by the following limitations. The study depended on the co-operation and honesty of respondents. To ensure that it never affected the study, the researcher appealed to them to be frank. Since performance was the assumed measure of instructional supervision practices, the researcher was not in a position to control other variables that influence performance.

1.8 Delimitations of the study

Delimitations are boundaries of the study (Best and Khan, 2009). The study was carried out in public secondary schools in mwala sub county. Students' performance may be influenced by a number of factors both in and out of school. The study however was concerned with instructional supervision practices only.

Achievement in school may be in many areas such as games, sports, academic and other co- curricular activities. This study was only concerned with academic achievement.

1.9 Basic assumptions of the study

The researcher made the following assumptions:

1. That all the public secondary schools were involved in a national exam referred to as KCSE exam.
2. Secondary school principals' instructional supervision practices influence students' academic performance.

1.10 Definition of significant terms

Performance refers to end results for KCSE exams for students in secondary schools.

Classroom visitation refers to the principal being in the class as a lesson goes on.

Instructional supervision refers to a practice by the principal for school's self evaluation aimed at assisting teachers to improve their teaching activities so as to improve academic performance and to achieve educational goals.

Instruction refers to strategies of the teaching and learning process employed by the teacher when facilitating classroom lessons.

Involvement refers to attending a class to teach.

Leader refers to a person who occupies a position in a group, influences others according to co-ordinates and directs the group in achieving its goals.

Principal refers to an executive who provides instructional leadership by coordinating programmers responsible for the general administration of the secondary school.

Student refers to a learner in secondary school.

Students' academic records refer to documents belonging to the student such as note books and exam files.

Teachers' work records refer to documents that a teacher prepares which are used as tools for his/ her job.

Public secondary school refers to a government institution that offers post primary education up to form four and is funded by the government.

Organization of the study

This study was organized in five chapters. The first chapter, an introductory chapter was based on background of the study, statement of problem, purpose of the study, objectives of the study and research questions. Significance of the study, limitations and delimitation were also included in this chapter. Other areas which were covered

in chapter one were the assumptions of the study, definition of significant terms and organization of the study. Chapter two was on literature review where literature related to the study was discussed. Here, principals' instructional supervision practices such as classroom visitations, checking of teachers' work records, checking of learners' academic records and principals' involvement in teaching were discussed. Theoretical framework and conceptual framework were also discussed. Chapter three consisted of methodology used in the study. Here, research design, target population, sample size and sampling techniques, research instruments, instrument validity and reliability were explained. Data collection and data analysis techniques were also be included in this chapter. In chapter four, data analysis, data presentation and discussions were dealt with. Chapter five was on summary of the study, summary of findings and conclusions. Recommendations and suggestions for further study were also discussed in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter dealt with review of literature which is related to influence of principals instructional supervisory practices on students' academic performance. The key practices that were focused on here were: principal's classroom visitations, checking of students' academic records, checking of teachers' professional documents and the head teacher's involvement in classroom teaching. The concept of KCSE performance and instructional supervision was also discussed.

2.2 Instructional supervision practices and academic performance

KCSE performance is extremely crucial in that at the end of the four year cycle, students sit for a national exam, KCSE. Poor performance denies student's chances of joining universities and colleges and eventually limits opportunity for job placement for them. Schools can contribute to students academic achievements through the principals' instructional supervision practices. Some of these practices are classroom visitations, checking teachers' professional documents, checking students' academic work and involvement of the principal in classroom teaching. The principal sets the pace of the school, and motivates staff and students to perform their best.

According to Mutua (2011), academic performance is defined as the end results for KCSE results for students in secondary schools. Academic achievement is influenced by the extent to which principals perform instructional supervision duties. In his study, Kimeu (2010) concurred with Mutua. His findings were that principals in private schools carried out instructional supervision more regularly than those in public schools. This resulted to better KCSE results in the private schools. Supervision is critical to educational institutions and aims towards achievement of desired goals with view of obtaining useful outcomes. Instructional supervision should thus be practiced by principals because it leads to improved performance.

Today's instructional supervision practices are borrowed from earlier American education system. Local authorities were in charge of the school system. The supervisory practices included management of schools which included carrying out all activities that happened in the school. They were also in charge of fulfilling the prescribed curricular needs. They were not concerned with improvement of the teaching process. It was referred to as inspection and not supervision due to its autocratic nature (Okumbe, 1998).

From the 1990s onwards, supervision in many countries has been reformed in order to make it more effective. A study carried out by Annunziata (1997) in Papua New Guinea on how supervision influences the quality of teaching indicated that

supervision in education has impacted on teaching. Out of the lessons inspected only two out of the 131 seen, were unsatisfactory, while the rest were very good. This study however only focused on classroom teaching but she did not mention how supervision influences the end level of examination.

The ultimate goal of supervision is to achieve and improve the quality of learning by learners. Olembo, Wanga and Karagu (1992) define supervision as that phase of educational administration which is concerned in improving effectiveness. Supervision in the education sector is regarded as service to teachers and learners either as individuals or as groups.

2.3 Principals' classroom visitation and its influence on academic performance

According to Abas (2014), it is important for the head teacher to visit the classroom frequently to encourage teachers. Through supervision, the teacher will be helped improve instruction. According to Kitavi (2005), The potential for excellence can only be assessed by the principal through observing the teacher present a lesson. The lesson observed is usually a lesson which the teacher has prepared. Principals ensure quality instruction by regularly visiting classrooms to lessons. They should also allow teachers to observe them. The observed lessons should properly be analyzed because little purpose is served if, after a lesson, the observer is uncertain as to why he/she was observing or as to what they should talk about concerning the observed lesson.

Kimosop (2002) in Karbarnet, Tamooch (2015) in Oolulunga and nyamwamu (2010) in Kajiado North revealed that physical observation of a lesson enables the principal to know the quality of teaching and learning in the school. When the head of the institution observes a lesson being taught, the teacher teaching that lesson will do his/her best and this can lead to improved performance.

Poor performance can be attributed to armchair principals. These are principals who sit in their offices for a long time without going to check what is happening outside the office. They do not know what goes on in the classroom and around the school. An effective supervisor observes and checks what happens in the classroom and gives immediate feedback to the teachers assessed. This will enable the teachers improve on their delivery methods (Moraa, 2010). Njagi (1981) observed that teachers can view the environment of the school to be either good or bad. He said that this was based on their perception of their principals. Supervision may be viewed differently teachers because of the different ways in which principals performed their roles of supervision.

2.4 Checking teachers' work records and its influence on academic performance

An important component in the teaching learning process is record keeping. Teachers make and use records such as lesson plans, schemes of work, records of work covered, students' registers and progressive records and files of both internal

and external exams and lesson notes. Such records remind the busy teacher of what he has covered in a given class. They help the principal in coordinating teaching and monitoring the progress made by teachers handling different streams.

Schemes of work, records of work covered, lesson plans, lesson notes, internal and external exam files, students' registers and progressive records are teacher's records. In Europe instructional supervision plays an important role in academic performance. Findings from a study by Word Bank (2011) in their study on assessment of the instructional role undertaken by head teachers indicated that head teachers who checked teachers' records posted high academic achievements. Professional document preparation is key to all practicing teachers in federal states of the United States of America as well as teacher certification (Wilson, 2010).

Musungu and Nasongo (2008) carried out a study in Vihiga district in western Kenya to investigate instructional role of head teachers in academic achievement in KCSE. They found out that 80% head teachers in schools that performed well checked teachers' records. Abdinoor (2012) in a study in Isiolo found out that head teachers did not ensure adequate preparation of professional documents and this led to decline in academic performance. Leina (2013) in starehe, Ndung'u (2015) in Kiambu and Kimani (2013) in Naivasha concur with Abdinoor. In their findings, checking of teachers' work records was found to be a factor affecting students' academic performance.

2.5 Checking students' academic work and its influence on academic performance

The principal should also check pupils' note books and lesson notes. Work covered in class by teachers is reflected by these records. It is the principal's role to check for syllabus coverage regularly and to ensure that students' assignments are marked. There is significant impact on checking students' notes on academic performance. Students' notes are a reflection of what the teacher taught in class. The quality of the student's notes also indicates whether the student was attentive in class or not. Students use these notes when revising for their exams including KCSE exams. It therefore implies that if the student has no notes or has bad notes, he/she will not perform well in KCSE. A student's personal study time table is another record that helps a student plan and manage his/her time of study. Having one implies that the student is serious with studies he is likely to be studying. However it should not be assumed that a student having a study timetable is studying, a follow up is necessary. According to Ndung'u (2015), head teachers neglected some aspects of instructional supervision and this led to poor academic performance.

(Tamooh, 2015).Musungu and Nasongo (2008) say that those principals involved in proper tuition and revision are perceived as effective. According to their study, 80% principals in high performing schools checked students' records. Checking of

teachers' records does not mean work is covered, but the students' lesson notes, marked assignments and exam papers are an indication of what has been done by the teacher with the students (Ndung'u, 2015). Abdinoor (2012) concurred with M'ibiri (2014) who found out that head teachers neglected some aspects of instructional supervision such as checking pupils' work and this led to poor academic performance.

2.6 Principal's involvement in teaching and academic performance

Leina (2013), in her study on KCPE performance in Starehe district found that when teachers and students see the principal in class teaching they feel motivated to work harder and this improves academic performance. According to Kimosop (2002), principal should encourage teachers to observe him and ask them to offer constructive criticism. This will motivate the teachers to view supervision as a collegial process.

By involving him or herself in class teaching, the principal is able to get a feel of the kind of students; their strengths and weaknesses and the class challenges if any, Obanya (2008). This can be supported by findings in Asia by Yunus (2010). Yunus carried out a study on school principals' role in teaching. In his findings he stated that principals who attend classes have a close touch with the students. A principal who does not attend classes does not learn the attitudes and reactions of students, Wellington (2008). Having first hand information about the kind of students one

has will enable the principal to make immediate improvements required so as to improve academic performance.

The biggest concern by principals in secondary schools is the increased amount of mandatory administrative work. In addition to this they are also in the classroom teaching (Kalume, 2010). Mavindu (2013) in his findings in Transmara found that head teachers are overwhelmed by responsibilities and may not have time to attend classes.

2.7 Summary of literature review

There is evidence from previous researchers that the head teacher has a number of responsibilities in an educational institution. Kamindo (1998) concurred with Kimsop (2002) in a study aimed at finding out the role of the principal as an instructional supervisor in Kabarnet and Salawa divisions of Baringo district. Kimeu (2010) supported these findings. However the extent to which the principal's instructional supervision practices influences academic performance is not agreed upon.

Kamindo (1998) noted that the extent to which head teachers perform instructional supervision determines academic performance and he recommended further research on the same. Effective supervision in schools should also be designed to use the capabilities of teachers to improve quality of instructional programmers.

This study intended to establish the influence of principals' instructional supervision practices on students' KCSE performance in public secondary schools in Mwala sub county

2.8 Theoretical framework

The psychological theory of supervision by Lew Aron (1980) was used to highlight the principals' role in instructional supervision. This theory advocates that within an institution, there is a group of employees where at least one of them stands out as the leader and is the one who supervises the others. This person oversees the activities of the organization. He/she delegate some duties to others within the institution.

Supervisors in education seek to improve classroom supervision and the growth of the institution in general by using one of these philosophies: a) essentialism philosophy- In this philosophy the supervisor has the absolute standards and teaches the truth, he has all the authority and therefore leads in an authoritative manner. There is very little room for collaboration from the rest of the employees in the organization. This limits growth of teachers and students. b) Extentionalism philosophy- this approach, holds onto the goals of the organization but the accomplishment of these goals is clearly achieved by supervisors' facilitation of the teacher. c) Experimental approach – here, supervisors continue to hold onto their goal of school improvement, classroom instruction improvement and organizational

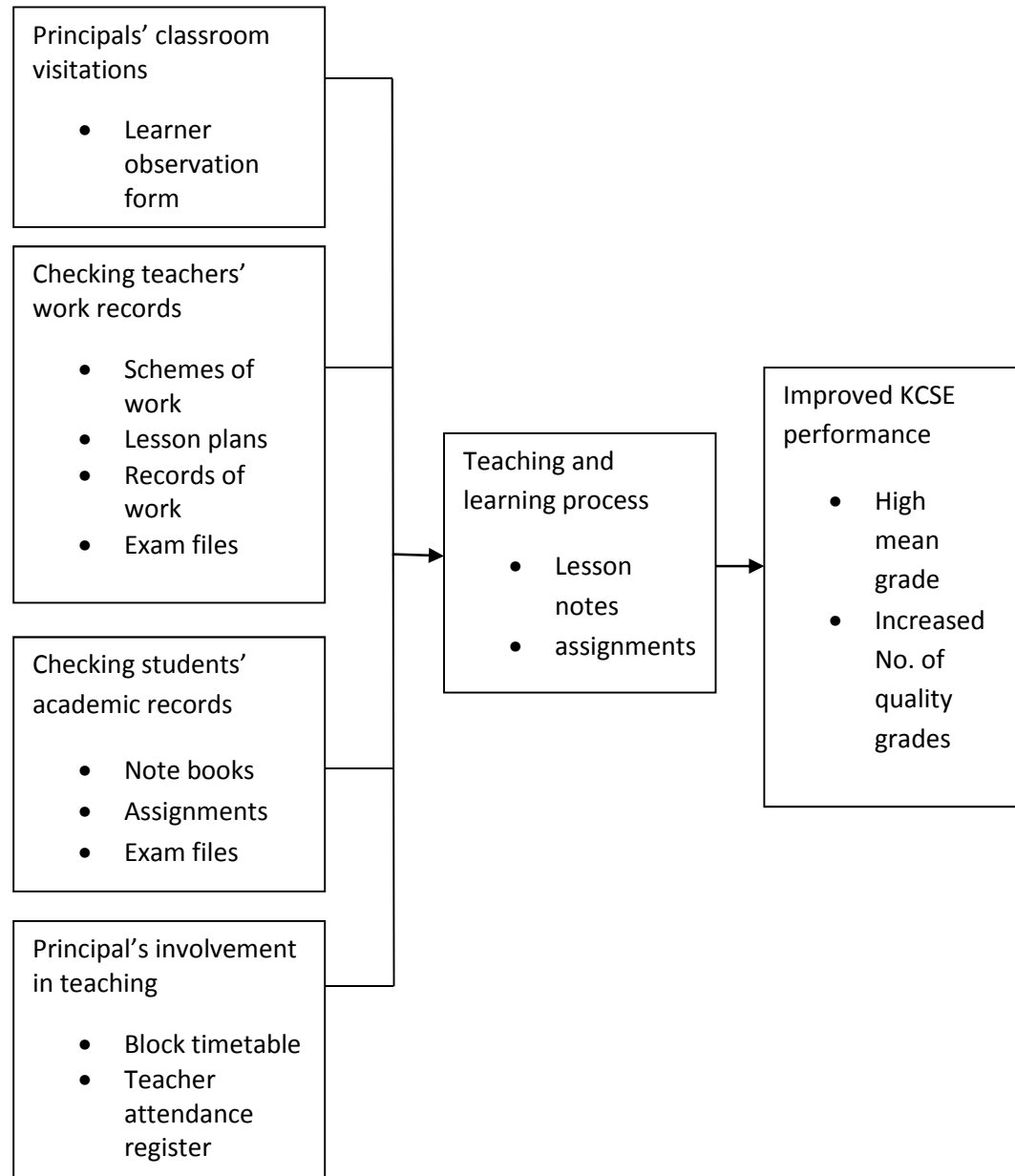
growth. This approach allows the participation of everyone in the organization in decision making. This encourages the involvement of everyone and also collective action and therefore supervision becomes developmental. This way the teachers and students grow and at the same time supervision is improved.

The psychological theory of supervision is applicable because the school is an organization with the principal's role being pivotal in improving classroom instruction and institutional growth. Supervision is not a specific role but a systematic method of meeting the needs of a school and accomplishing of a school. It should therefore be designed to improve the school environment, and should lead to growth of the school.

2.9 Conceptual framework

The figure below shows how principal instructional practices such as class visitations and observations, checking of teachers' work records, checking of students' academic records and principals' participation in class teaching influence students' KCSE performance.

Figure 2.1:Principal’s instructional supervision practices and their influence on students KCSE performance



Principals are involved in various instructional supervision practices. The instructional supervision practices include the principals’ class visitations and

observation, checking of teachers' professional documents, checking of students' academic records and the principals' participation in class teaching. Regular and frequent instructional supervision by the principal leads to good academic results. However, lack of or inadequate instructional supervision practices have a negative impact on students' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter constitutes the methods and procedures which were used in this study. These include the research design, target population, sample size and sampling procedures, research instruments, validity of research instruments, reliability of research instruments. Data collection procedures and data analysis techniques are also be discussed in this section.

3.2 Research design

According to Orodho (2003) a research design is a plan or scheme that is used to come up with answers to research problems. The descriptive survey design was used in this study to establish the influence of principals' instructional supervision practices on students' KCSE performance. According to Orodho (2003), descriptive survey design is a method of collecting information. It is done by interviewing or administering questionnaires to a sample of individuals. In the descriptive survey design, questions about a particular issue are asked from a large population. This design was adopted to gather information on influence of principal's instructional supervision on learners' academic performance.

3.3 Target population

Machakos county comprises of 8 sub counties. This study targeted Mwala sub county which is one of the sub counties in Machakos county. The sub county has 66 public secondary schools that have done KCSE exams. The study targets this sub county because of its low K.C.S.E mean score.

Best and Kahn (2004) assert that target population comprises of all the members of a group of people, events or objects to which a researcher wishes to generalize the results of his/her study. Orodho (2003) supports this view by defining target population as the total number of subjects to which the researcher wants to generalize the results of the study.

Table 3.1 Target population

No. of public schools	No. of principals	No. of teachers
66	66	853

3.4 Sample size and sampling procedures

A list of all public secondary schools in mwala sub county was obtained from the D.E.O's office and a sample obtained from the list. Simple random sampling technique was used. This was to select 7 schools from the 66 secondary schools in the sub county. In this process all the schools were written down on pieces of paper

which were then folded and put in a closed container which was shaken vigorously before picking one paper at a time and noting down the school it represents. Picking of the pieces of paper was done without replacing them. This was repeated until the seven schools were realized. 86 teachers who represent 10% of the total number of teachers in the sub county were selected. All the 7 principals from the sampled schools served as respondents. Sampling is a research technique used for selecting a given number of subjects from a target population as a representative of that population (Borg and Gall 1989). A sample is a representative part of a population. One can therefore be able to study the sample and know more about the population without having to study the whole population. Mugenda and Mugenda (2003) suggest that 10% to 30% of the population is adequate. This is supported by Kerlinger (1983) who maintains that a minimum sample of 10% of the population is a good representation of a population.

Table 3.2: Sample size

Secondary schools			
Principals	66	7	10%
Teachers	853	86	10%

The 7 principals sampled were from all the 7 schools sampled for the study. Sampling the teachers was done after sampling the schools. This was done

of time. They were administered to respondents in the sampled population. Because the questionnaires will not demand for identity of the respondent, respondents will be willing to provide honest responses. Questionnaires are able to reach many respondents who can read and write.

According to Orodho (2004) questionnaire is the most used method when respondents are willing to co-operate. After the questionnaires were filled the researcher was able to quantify the responses for analysis purpose.

Interview schedules were also be used for the principals. The researcher prepared a list of interview questions and physically conducted interview exercise to principals in the sampled schools. This helped the researcher in directing the questions to the principals towards the topics and issues that the researcher wanted to investigate. This enabled the researcher to get in-depth data. The researcher developed a rapport with the respondents and got as much information as possible concerning instructional supervision. The interview guide helped the researcher to understand and learn education problems and practices

3.6 Instrument validity

According to Best and Kahn (2004), validity of a test is a measure of how well a test measures what it is supposed to measure. The items to be tested were written down and the questions checked against these items by the researcher to ensure that

all items were adequately represented. Supervisors of this study who are experts in the University school of education, department of educational Administration and Planning were consulted to validate the instrument. This was to ensure that, through the use of the instrument, valid and relevant data is collected. A pilot study was done. Piloting of the instrument enabled researcher to identify vague questions, unclear instructions and insufficient space to write responses. Wrong phrasing of questions was detected and refined.

3.7 Reliability of the instrument

Reliability is a measure of how consistent the results from a test are (Kombo and Tromp 2006). An instrument is said to be reliable if results obtained are accurate and consistent under the same conditions over a period of time. Test re-test reliability method was used where questionnaire were administered twice to the same group of respondents after a lapse of one week. The results from the first test were compared with those of the second test using Pearson’s product moment correlation co-efficient, using the formula below.

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Where:

N = the total number of subjects

X = the sum of scores in x distribution

ΣY = the sum of scores in y distribution

Σ = symbol of summation

ΣX^2 = the sum of squared scores in x distribution

ΣY^2 = the sum of squared scores in y distribution

ΣXY = the sum of products of paired x and y scores

When the value of r is equal to +1.00, the two sets are in perfect agreement, and r is -1.00 when they are in perfect disagreement. A correlation co-efficient (r), of about 0.75 is considered to be high enough to judge the reliability of the instrument. The researcher will consider a correlation co-efficient of 0.75 to 1.00 as adequate.

3.8 Data collection procedures

The researcher obtained authority to conduct research. First, a letter was obtained from Department of Educational Administration and Planning, University of Nairobi to enable the researcher seek a research permit from the National Commission for Science Technology and Innovation (NACOSTI). After obtaining the permit the researcher visited the county director of education, Machakos county to explain the intention to carry out the research. The researcher also visited the county commissioner, and deputy county commissioner Mwalasub county to

explain the intention to carry out research. Sampled schools were visited for familiarization before administering questionnaires. On the material day of data collection, the researcher assured respondents that their responses would be treated with confidentiality. Questionnaires were collected immediately after they are filled and confidentiality assured to respondents.

3.9 Data analysis techniques

Data analysis involved the process of summarizing the collected data and putting it together. Data was arranged and recorded as per the research questions. This enabled the researcher to organize, categorize, and synthesize information from the data collected. The researcher also checked whether all questions were filled out. Frequency tables, percentages, pie charts and bar graphs were used present results so as to make meaningful conclusions.

3.10 Ethical considerations

The researcher observed ethical considerations throughout the study and especially during the process of data collection, to ensure data originality in content and design. Confidentiality and privacy was maintained during the study. The information was not released to any other person nor was it used for any other purpose other than this study. Anonymity was maintained since no school or respondent was expected to give their names on the questionnaires. The study was

purely for education purpose; conclusions were purely based on the collected data. Data for the study was obtained from principals and teachers. The consent of the principals or the school administration was sought before embarking on data collection. The researcher then booked appointments with school principals. The researcher administered the questionnaires personally.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter covers data analysis, data presentation and discussion of findings. The researcher sought to carry out study to determine the influence of principal's instructional supervisory practices on student's KCSE performance in public secondary schools in Mwala sub-county. The chapter presents the findings questionnaires and interview schedules. The objectives that guided the study were to establish how principal's classroom visitations influences students' academic performance in KCSE in Mwala sub county, to determine the extent to which checking of teachers' work records by the principal influences students' KCSE performance in mwala sub county, to establish how checking of students' academic records by the principal influences the students' KCSE performance in Mwala sub county and to determine the extent to which principals' involvement in teaching influences students' performance in KCSE in secondary schools in Mwala sub county.

4.2 questionnaire return rate

The proportion of the questionnaires returned after they have been issued to respondents is referred to as questionnaire return rate. The researcher targeted 7

public secondary school principals and 86 teachers. 86 questionnaires were therefore administered to teachers and 7 principals were interviewed through interview schedules. All the 86 questionnaires were returned.

Table 4.1 questionnaire and interview schedule return rate

Category	Sample targeted	No. collected/ Interviewed	Percentage
Teachers	86	86	100
Principals	7	7	100

The data in table 4.1 indicate that the instruments return rate was 100% thus considered satisfactory for the purpose of the study. This good return rate was attributed to the researcher making prior booking of appointment. This ensured that respondents were available on the agreed date and time. Issuing questionnaires personally and picking them immediately and informing respondents well in advance of the purpose of the research also attributed to the good return rate.

4.3 Demographic data of the respondents

4.3.1 Demographic data of principals

This was based on gender, professional qualifications and duration they had been in their current position. The study sought to determine principals' gender in order to

establish if there was balance in gender and to establish which gender was much engaged in leadership in the teaching profession. The results were as in table 4.2.

Table 4.2 Distribution of principals by gender

Gender	Frequency N = 7	Percentage %
Male	5	71
Female	2	29
Total	7	100

The results in the table show that most of the respondents were male. The response represents a true fact on the ground in Mwala where most principals are male. Dominance of the male may mean that there is bias in allocation of responsibilities. However the study took into consideration gender representation thus representing views of both genders.

4.3.2 Working experience

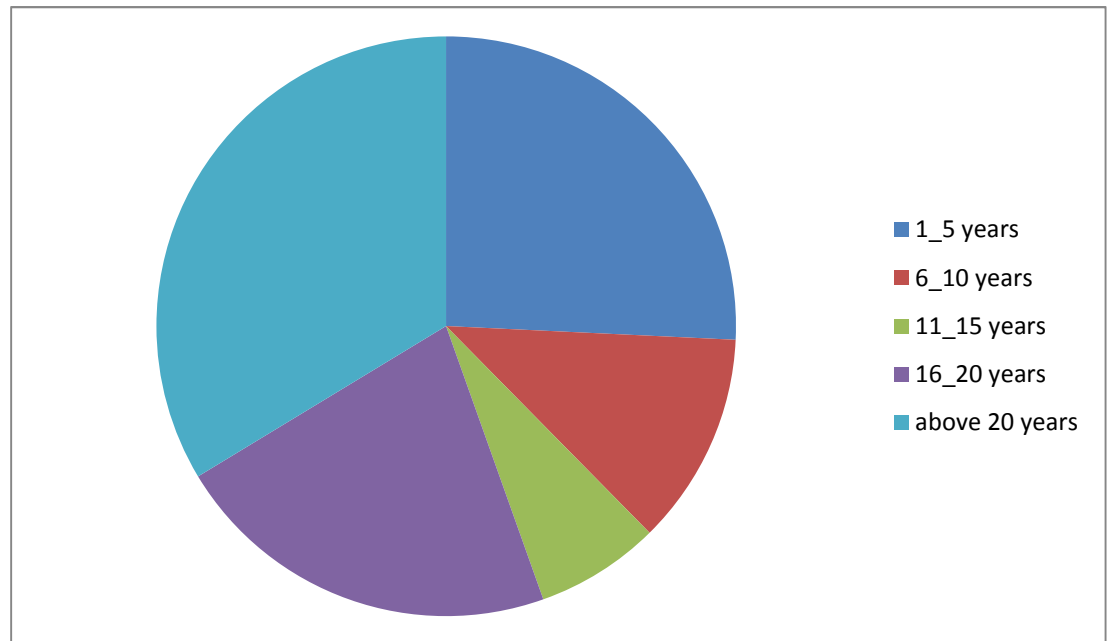
The aim of gathering information on working experience was to establish if teachers in the sub county were familiar to activities of instructional supervision. It was also to establish whether they were exposed long enough to enable them appreciate supervision done. According to Mzee (2011), number of years one has

been a principal is a factor that has been observed to affect principal's implementation of his/ her duties. Data was collected on working experience of both teachers and principals in Mwala sub county and the results are indicated in table 4.3.

Table 4.3 Distribution of principals and teachers by teaching experience

Duration	Principals		Teachers	
	Frequency	%	Frequency	%
1-5 yrs	-	0	22	26
6-10 yrs	1	14	10	12
11-15 yrs	-	0	6	7
16-20 years	2	29	19	22
Above 20 yrs	4	57	29	34
Total	7	100	86	100

Figure 4.1 Distribution of teachers by experience in percentages

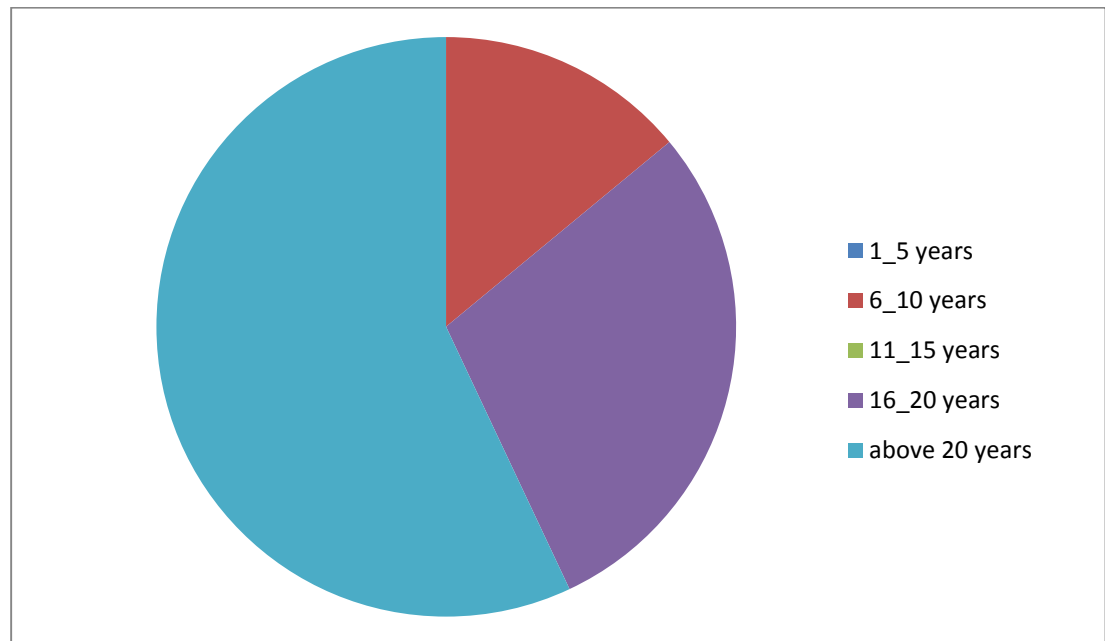


The largest percentage of teachers also had a working experience of above 20 years. Long teaching experience implies more knowledge therefore their information can be relied upon to make the study conclusions. It also indicates that the teachers were exposed to activities of instructional supervision long enough. This long experience is necessary because it indicates that the teachers were exposed to activities of instructional supervision long enough. They will also replicate such activities when they become principals.

Kimani (2013) in his findings on factors influencing pupils' performance in KCPE in Naivasha concluded that teachers who had taught longer in a school posted good

KCPE results. Longevity at the school thus becomes a trait that ensures performance and perpetuation of the school vision.

Figure 4.2 Distribution of principals by experience in percentages



The results indicate that most principals had a working experience of above 20 years. This means they would invest their effort and time to make sure they succeed. It also implies that experiences in work are also important in developing motivation and for becoming good in school management according to Ndung'u (2015). Exposure is needed in order to enable the principal monitor the implementation of curriculum and to give teachers support in their work to facilitate better performance. The leadership effectiveness of principals thus

improves academic performance. Longevity at the school therefore ensures continuity of the school vision. The largest percentage of teachers also had a working experience of above 20 years.

4.3.3 Academic qualifications of principal

The purpose of this information was to find out if the principals in the sub county had attained the relevant academic qualifications expected to equip them with adequate knowledge on academic matters. Academic qualifications are deemed to determine leadership effectiveness thus improving academic performance in KCSE.

Table 4.4 Distribution of principals by academic qualifications

Qualifications	Frequency N = 7	Percentage %
PhD	-	0
M.Ed	4	57
B.Ed	3	43
Diploma	-	0
Total	7	100

Data here reveals that 57% of principals had a master's degree in education and 43% had bachelor's degree as their highest academic qualification. This was

enough qualification to enable the principals carry out their administrative duties. Diploma and PhD qualification had 0% representation. The findings thus indicate that principals in Mwala sub county have the skills to steer school activities successfully. These skills assist them in handling and interpreting their respective duties and responsibilities and any other issues in the school environment to the best level possible. Kalume (2010) noted that adequate training in management is required by principals in order to become equipped with supervisory skills, evaluation techniques, and to have a good knowledge of the current education systems and goals. Academic qualifications of principals is thus not a factor leading to poor academic performance in KCSE.

Table 4.5 Distribution of teachers' by academic qualifications

Academic qualifications	Frequency N = 86	Percentage %
PhD	-	0
M.Ed	24	27.9
B.Ed	52	60.5
Diploma	10	11.6
Total	86	100

The data in table 4.5 show that most teachers in mwala sub county had B.Ed as the highest academic qualification representing 60.5 %. 27.9 % represented those with a masters degree in education, 11.6 % those with diploma while PhD was not represented. These findings indicate that teachers in Mwala sub county have the capacity skills to teach in secondary schools and to handle and interpret their respective duties and responsibilities. M'ibiri (2013) in his study Laikipia established that schools with teachers having the required qualifications posted good academic performance while those with unqualified teachers posted dismal performance. This was witnessed in newly established schools which did not have TSC employed teachers. Such schools employed unqualified teachers. Academic qualifications of teachers is therefore not a factor affecting academic performance in Mwala sub county.

4.4 Data of principals' classroom visitations

Research objective one sought to establish how principal's classroom visitations influence students' academic performance in KCSE in Mwala sub county. Teachers were asked to indicate the frequency of their principal's classroom visitations. When interviewing the principals, the researcher also asked them how often they visited the classroom when lessons were going on. The results were as shown in table 4.6.

Table 4.6 Classroom visitation frequencies and percentages as indicated by principals and teachers

Duration	Principals		Teachers	
	Frequency	%	Frequency	%
Daily	-	0	-	0
Weekly	-	0	-	0
Monthly	1	14.3	13	15.1
Termly	6	85.7	67	77.9
Never	-	0	6	7
Total	7	100	86	100

The findings indicate that most principals visited the classroom termly as confirmed by 77.9 % of the teachers and 85.7 % of the principals. 7 % of the teachers indicated that their principals never visited classrooms during lessons. According to Abas (2014), the head teacher should visit the classroom frequently to encourage teachers. With most principals in Mwala sub county visiting the classroom only once in a term, this could be the cause of poor performance in KCSE. According to Kitavi (2005), an instructional supervisor can only be able to assess the potential for excellence through observing the subject teacher present a

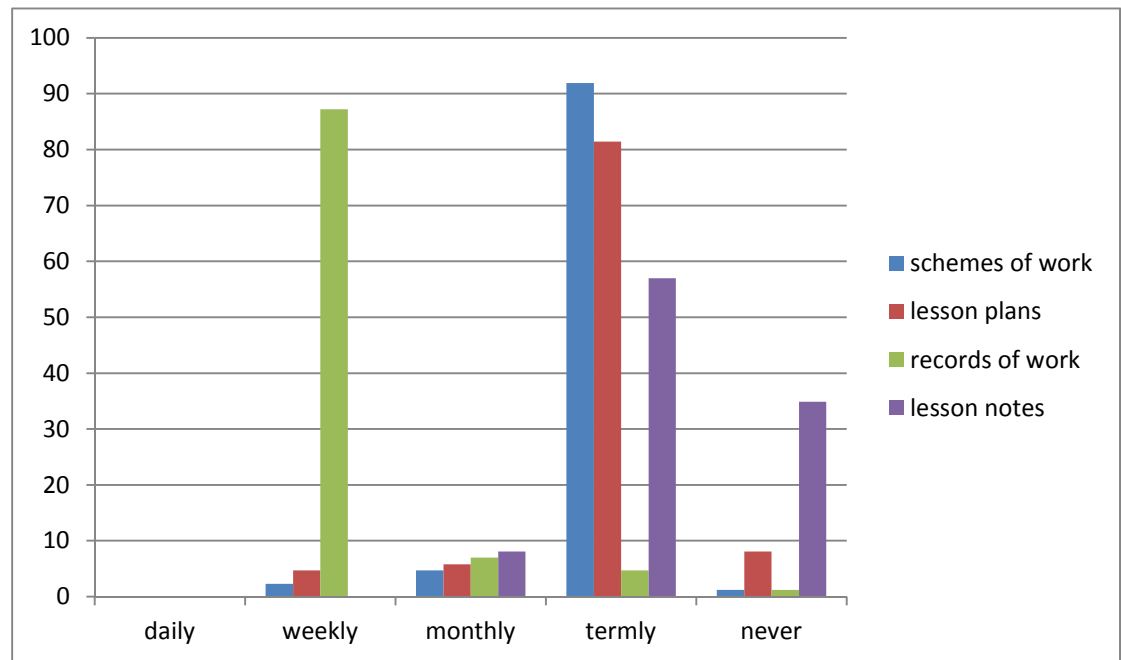
lesson. Kimosop (2002) in Karbarnet, Tamooch (2015) in Ololulunga and nyamwamu (2010) in Kajiado North revealed that physical observation of a lesson by the principal is the only way the principal can get to know the quality of teaching and learning in his/her school.

Looking at KCSE performance which has not been good in Mwala sub county, these findings are in line with Gachoya (2008) who observed that supervisors who visited the classroom were able to have an insight into the actual instructional practices.

4.5 Data of checking of teachers' workrecords

Teachers' work records include, records of work covered, schemes of work, lesson plans and teacher's lesson notes. Research Objective two sought to determine the extent to which checking of teachers' work records by the principal influences students' KCSE performance in Mwala sub county. To address this objective, teachers were asked to indicate the frequency at which their principals checked their work records. Figure 4.4. shows the results.

Figure 4.3 Data from teachers on checking of teachers’ work records by the principal



From the findings, no teacher’s work record was checked by the principal on a daily basis. Most teachers’ schemes of work, lesson plans and lesson notes were checked termly. This was represented by 91.9 % for schemes of work indicated by 79 out of the 86 teachers interviewed, 81.4 % for lesson plans indicated by 70 teachers and 57 % for lesson notes indicated by 49 out of the 86 teachers interviewed. This may be because these documents are submitted termly. Abdinoor (2012) in a study in Isiolo found out that head teachers did not ensure adequate preparation of professional documents by teachers and this led to decline in

academic performance. Leina (2013) in starehe, Ndung'u (2015) in Kiambu and Kimani (2013) in Naivasha concur with Abdinoor. In their findings, checking of teachers' work records was found to be a factor affecting students' academic performance.

The study findings affirm the importance which principals attach to these documents. However the findings indicate that most of the teachers' work records were checked after a long period of time, that is, termly except for the records of work. Some work records were never checked as indicated in the graph especially teacher's lesson notes represented by 34.9 %. These findings imply that most principals did not check and approve teachers work records hence could affect academic performance. The findings of this study are in line with Tamoooh (2015) in Ololulunga that instructional supervision significantly impacted on students' academic performance. From the findings, most teachers indicated that their records of work covered were checked weekly, that is, 87.2 %. This could be because documented record of work covered by the teacher is submitted weekly.

The same questions of frequency of checking teachers' work records were posed to principals during the interview schedules. The Table 4.6. shows these findings.

Table 4.7 Data from principals on checking of teachers' work records

	Schemes of work		Lesson plans		Records of work		Lesson notes		
	F	%	F	%	F	%	F	%	
Daily	-	0	-	0	0	-	0	-	0
Weekly	-	0	1	14.3	5	71.4	-	0	
Monthly	-	0	4	28.6	1	14.3	-	0	
Termly	7	100	2	57.1	1	14.3	3	42.9	
Never	-	0	-	0	-	0	4	57.1	
Total	7	100	7	100	7	100	7	100	

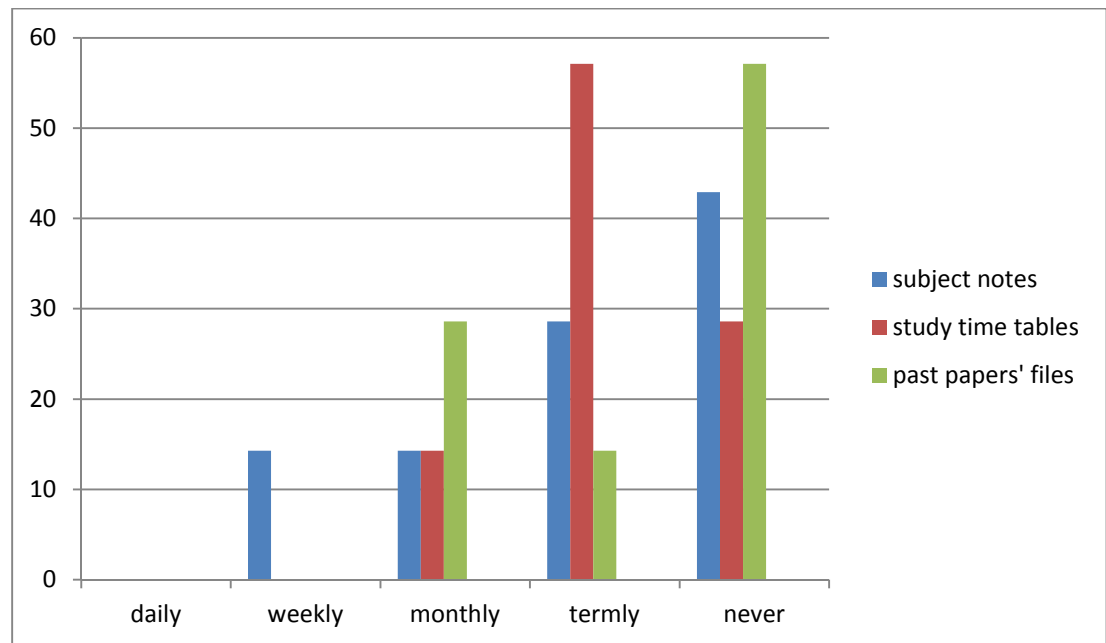
The findings in table 4.6 are a true representation of the data collected from teachers. Most principals, 71.4 % confirmed that they check records of work weekly, 100 % checked schemes of work termly and 57.1 % checked lesson plans termly. A large percentage, that is, 57.1 % do not check teachers' lesson notes. The checking of most of the documents could be attributed to the requirements by TSC in the performance contracting of principals. In this performance contract the principal is expected to submit returns of such documents at the end of every term.

4.6 Checking students' academic records.

Research objective three sought to establish how checking of students' academic records by the principal influences the student's KCSE performance in Mwala sub county. Students' academic records include subject note books, personal study time tables and past exams files.

Students' notes are a reflection of what the teacher taught in class. The quality of the student's notes also indicates whether the student was attentive in class or not. Students use these notes when revising for their exams including KCSE exams. It therefore implies that if the student has no notes or has bad notes, he/she will not perform well in KCSE. A student's personal study time table is another helps a student plan and manage his/her time of study. Having one implies that the student is serious with studies he is likely to be studying. However it should not be assumed that a student having a study timetable is studying, a follow up is necessary. According to Ndung'u (2015), head teachers neglected some aspects of instructional supervision and this led to poor academic performance. Principals were asked what students' records they checked and how often they did the checking. The results were as shown in figure 4.5.

Figure 4.4 Distribution of principals checking students' academic records, in percentages



The data in figure 4.5 indicate that principals never checked students' academic records on a daily basis. Only students' notes were checked weekly but by a small percentage of 14.3% of the principals. Less than 30% of the principals checked students' notes, study time tables and exam past paper files, monthly and termly except for personal study timetables which were checked by 57.1 % of the principals, termly. Thus majority of principals never checked students' notes and their past paper files. This is represented by 57.1 % who never checked students' past exams' files, and 42.9 % who never checked students' notes.

It is the principal's role to regularly check for syllabus coverage and to ensure that students' assignments are marked. There is significant impact on checking students' notes on academic performance. (Tamooh, 2015). Findings in Mwala sub county are evidence that majority of principals neglected their function of assessing learners' academic records as a way of supervision. This may have led to the poor performance in KCSE in Mwala sub county. This concurs with sentiments expressed by Okwiri (2006), who argued that a continuous process of evaluation by way of always checking the progress of the learners can only be assured in the event of confirming that the learners are carrying out the exercises at hand by way of checking work. This forces learners to execute all the assignments in the stipulated timeframes and reduces instances of laxity and situations of truancy.

Data collected from teachers on checking of students' academic records by principals was as shown in the table 4.8.

Table 4.8 Data from teachers on checking of students' academic records

	Notes		Assignments	
	Frequency	%	Frequency	%
Daily	-	0	-	0
Weekly	1	1.2	-	0
Monthly	3	3.5	2	2.3
Termly	20	23.3	38	44.2
Never	62	72	46	53.5
Total	86	100	86	100

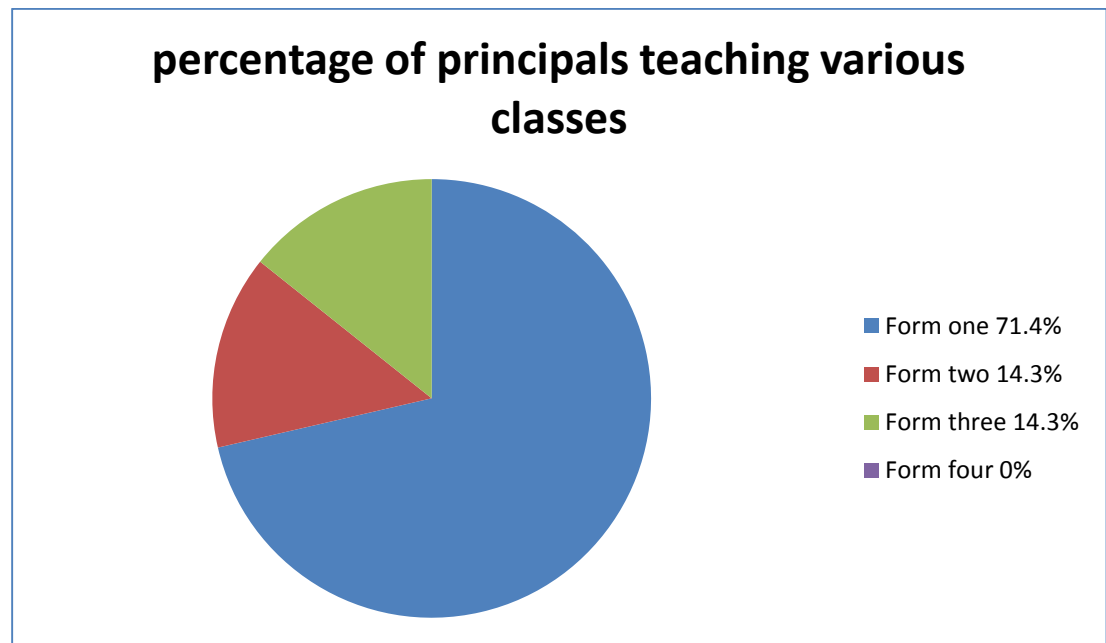
This data from teachers concurred with that collected from principals in that, a large percentage of principals checked students' on a termly basis with a larger percentage never checking the student's work. 72% of teachers indicated that their principals never checked students' notes while 53.5% indicated that their principals never checked students' assignments. Checking of teachers' records does not mean work is covered, but the students' lesson notes, marked assignments and exam papers are an indication of what has been done by the teacher with the students (Ndung'u, 2015).

The findings in mwala sub county are in line with those of Abdinoor (2012). Abdinoor concurred with M'ibiri (2014) who found out that head teachers neglected some aspects of instructional supervision especially checking of students' work. This could be because the duty of checking students' work was delegated by the principal to subject and class teachers. This led to poor academic performance.

4.7 Principal's involvement in teaching

The last objective in the research proposal sought to determine the extent to which principal's involvement in teaching influences students' KCSE performance in secondary schools in mwala sub county. Through the interview schedules, the researcher asked principals if they were allocated lessons in the block time table to teach. 100% of the principals had been allocated lessons to teach. However most of them, represented by 71% were given form one classes which they handed over to another teacher the following year. This data is presented in figure 4.6.

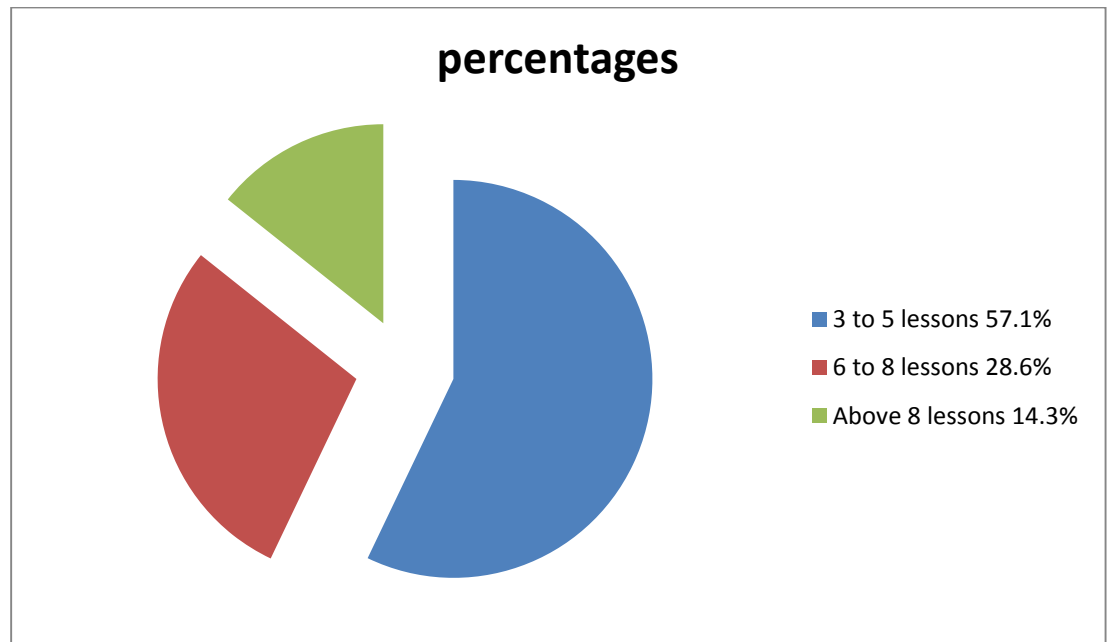
Figure 4.5 Distribution of principals teaching various classes



The results in figure 4.6 indicate that 0% of principals were allocated form four class, 14.3% form three classes, 14.3% form two classes while majority 71.4% were allocated form one classes to teach. Having no principal teaching a form four class could mean that the principal is not in touch with what goes in the form four class, which is the candidate class of KCSE exam. This could lead to poor performance in the KCSE exams. By involving him or herself in class teaching, the principal is able to get a feel of the kind of students; their strengths and weaknesses and the class challenges if any Obanya (2008). Having first hand information about the kind of candidates one has will enable the principal to make immediate improvements required and this may lead to improved academic performance.

Data was also collected from the principals on their workload. The work load represents the number of lessons a teacher has in a week. Most principals had a workload of 3 to 5 represented by 57.1% of the principals, 28.6% had a workload of between 6 and 8, while only 14.3% of the principals had a workload above 8. These results are presented in figure 4.7.

Figure 4.6 Distribution of principals by workload

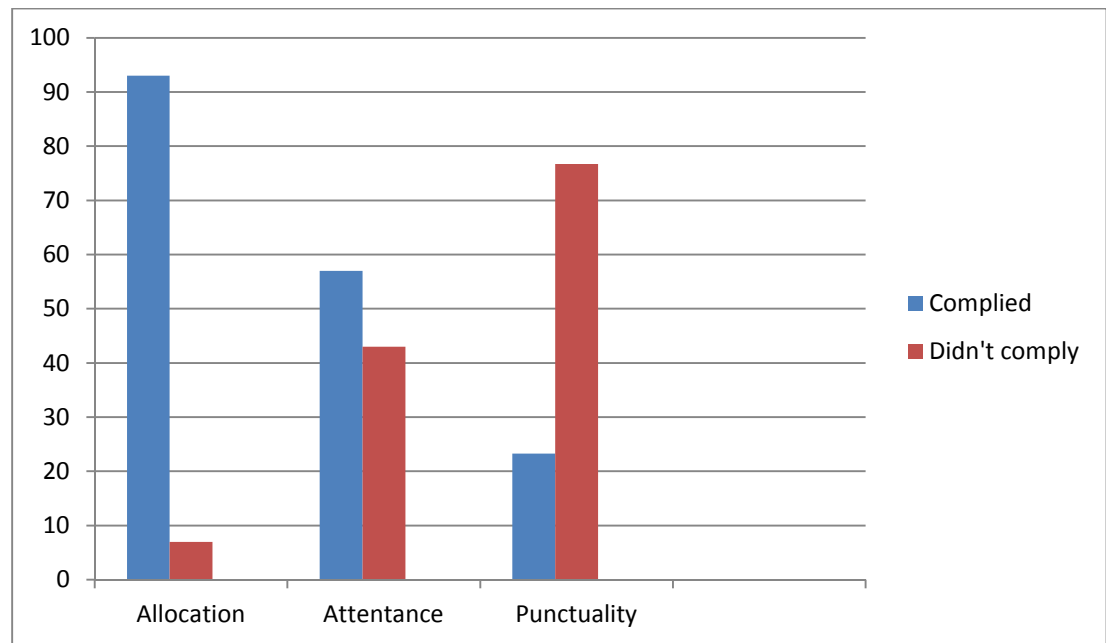


The biggest concern by principals in secondary schools is the increased amount of mandatory administrative work. In addition to this they are also in the classroom teaching (Kalume, 2010). Mavindu (2013) concurs with Kalume in his findings in Transmara that head teachers are overwhelmed by responsibilities and may not

have time to attend classes. This could be the reason why most principals in Mwalasub county are allocated few lessons.

It was found that even with majority of principals having few lessons to teach, most were not able to attend all the lessons or were not punctual for the lessons. The research instrument used to collect data from teachers on principals' involvement in teaching required them to indicate whether their principals were allocated lessons in the time table, whether they attended the lessons allocated to them and whether they were punctual for their classes. The results of whether they complied with this or not, were as shown in the figure 4.8.

Figure 4.7 Distribution of principals by allocation of lessons, attendance and punctuality for the lessons



The findings indicate that a large percentage of principals are allocated lessons in the time table, to teach. This is represented by 93% of the principals. However attendance of the lessons is questionable because 43% did not attend lessons allocated to them. In terms of punctuality, 76.7% were not punctual for classes. It is therefore evident that a good number of principals do not attend classes allocated to them, and when they attend, most of them are not punctual. This could lead to poor academic performance of students. This can be supported by findings in Asia by Yunus (2010). Yunus carried out a study on school principals' role in teaching. In his findings he stated that principals who attend classes have a close touch with the

students. a principal who does not attend classes does not learn the attitudes and reactions of students, and about other factors that influence teaching and learning Wellington (2008).

Leina (2013), in her study on KCPE performance in Starehe district found that when teachers and students see the principal in class teaching they feel motivated to work harder and this improves academic performance. The large number of principals not attending classes allocated to them in mwala sub county implies that teachers and students are not motivated to work hard and this could have led to poor performance in KCSE. According to Kimosop (2002), principal should encourage teachers to observe him and ask them to offer constructive criticism. This will motivate the teachers to view supervision as a collegial process. In Mwala sub county most principals are not punctual for their lessons. They will therefore receive a negative criticism. They will not view supervision as a collegial process and this could have led to the poor performance in KCSE in Mwala.

The researcher found out that principals had the challenge of having extra work because of the responsibilities attached to their position. Such responsibilities included, dealing with parents and community, attending workshops, checking records such as stores, accounts registers, and attending official meetings. When the principal involves him/herself in class teaching, he is able to get a feel of the kind of students, their strengths and weaknesses and the class challenges if any

(Obanya 2008). Principals in mwala sub county could therefore be missing the point by not attending or poorly attending classes and this could be the cause of the poor performance of students in KCSE.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENTATIONS

5.1 Introduction

This chapter comprises of summary of the study, summary of findings, conclusions and recommendations drawn from the findings of the study. Suggestions for further study are also included. The study purposed to establish the influence of principals' instructional supervision practices on students' KCSE performance in public secondary schools in mwala sub county.

5.2 Summary of the study

The researcher developed four research objectives from which research questions were drawn. The study objectives sought to establish how principal's classroom visitations influences students' KCSE performance in Mwala sub county, to determine the extent to which checking of teachers' work records by the principal influences students' KCSE performance in Mwala sub county, to establish how checking of students' academic records by the principal influences the students' KCSE performance in Mwala sub county and to determine the extent to which principals' involvement in teaching influences students' performance in KCSE in secondary schools in Mwala sub county.

The study purposed to establish the influence of principal’ instructional supervision practices on students’ performance in KCSE in public secondary schools in Mwala sub county. The study was confined to students’ achievement and performance in academics. During the study the researcher assumed that secondary school principals’ instructional supervision practices influence students’ academic performance. The researcher collected data by use of questionnaires for teachers and interview schedules for principals. Results of the data collected were analysed by use of frequency tables, charts and graphs.

5.3 Summary of the findings

The findings were summarized and discussed guided by the study objectives. The first objective sought to establish how principals’ classroom visitations influenced students’ KCSE performance in Mwala sub county. From the data collected, majority of principals rarely visited the classroom when a lesson was going on. A few teachers reported that their principals visited the class on a monthly basis. Majority of the principals representing 85.7% of the principals visited the class once in a term. They confirmed that most of the times they would delegate this duty to heads of departments. The findings show that performance could be affected by principals’ infrequent classroom visitations. This is because the principal will not get first hand information on the preparedness of the teacher for a lesson and that of the quality of content delivered to learners. To determine the extent to which

checking of teachers' work records by the principal influences students' KCSE performance in mwala sub county was the second objective in this study. The study findings showed that principals were not consistent in checking teachers' work records. Some of the work records such as schemes of work, and lessons plans were checked only once in a term. Principals reported that these records were checked termly because it was a requirement of the performance contracting of principals with TSC. Records of work was the only work record that was checked on a weekly basis. Other teachers work records such as teachers' lesson notes were rarely checked and some even never checked. This imparted negatively on students' performance in KCSE. Principals are supposed to regularly check these documents to ensure that teachers are prepared to conduct a lesson appropriately.

The third objective sought to establish how checking of students' academic records by the principal influences the student's KCSE performance in Mwala sub county. Most principals confirmed they did not or rarely checked students' academic records. The quality of notes provided by teachers affected performance in KCSE. Students' notes are a reflection of what the teacher taught in class. However, sometimes a teacher may provide quality lesson notes to the student but a student may write down poor quality notes. This could be because the learner was not concentrating in class as the teacher taught and gave notes. Checking of lesson

notes of students therefore makes learners to be more active in class, reduce absenteeism and ensures adequate syllabus coverage.

Principals confirmed that students notes was one way of establishing how much content was covered to enable the principal determine how much the syllabus had been covered at any particular time. Students use these notes when revising for their exams. This means that if a student has wrong notes he/she will revise the wrong content and will not perform well in exams.

One of the roles of the principal is to ensure that teachers give assignments to students and mark those assignments. Few teachers responded that their principal checked students' assignment. However this was done after a long period of time, per term. The largest percentage of teachers responded that their principals never checked students' assignments. Assignments are a way of ensuring that learners are following what they are being taught in every lesson. If this is not done it will lead to poor KCSE performance of students. This is evident from the 0% principals who did not check students' assignments daily and weekly, and the small percentage of 2.3% who checked assignments monthly. This led to poor performance of students in KCSE in mwala sub county.

Findings on the fourth research objective that sought to determine the extent to which principals' involvement in teaching influences students' performance in

KCSE in secondary schools in mwala sub county showed that although most principals were allocated lessons in the timetable, majority did not attend these lessons. The few who attended were not punctual for the lessons and this could lead to delivery of content in a hurry. This contributed to poor performance of students in KCSE in mwala sub county. The principal is the leader in the school and should be a good example to teachers and students otherwise they will also develop unproductive behaviors such as lateness for classes and other school activities.

Findings indicated that, most principals were allocated and taught form one classes. 71.4% represented principals teaching form one classes with 0% teaching form four classes. At form one the principal has not known the students well enough and the students are still adjusting to secondary school situation. They may therefore not give a true picture of who they are in terms of academic performance. Once the principal drops the class the preceding year he/ she will not be able to make a follow up even of the few he would have known.

The researcher found out that principals had the challenge of having extra work because of the responsibilities attached to their position. Such responsibilities included, dealing with parents and community, attending workshops, checking records such as stores, accounts registers, and attending official meetings. When the principal involves him/herself in class teaching, he is able to get a feel of the kind of students, their strengths and weaknesses and the class challenges if any

(Obanya 2008). Principals in mwala sub county could therefore be missing the point by not attending or poorly attending classes and this could be the cause of the poor performance of students in KCSE.

5.4 Conclusions

Conclusions were based on the objectives of the study. The study concluded that principals' class visitations significantly influenced students' KCSE performance in mwala sub county. The study concluded that frequency of classroom visitations by principal affected performance. This was in line with findings by Gachoya (2008), that when the principal makes class visits he/she is able to have an insight of what exactly goes on in the classroom. This way the principal can make the necessary improvements or corrective measures where necessary.

In terms of checking teachers' work records the study concluded that principals who checked teachers' work records significantly imparted on students' academic performance because they ensured that the teacher prepared adequately.

The study also concluded that principals' checking of students' academic records gave the head teacher opportunity to have a foresight of pupils performance for early interventions thus significantly influencing academic performance in KCSE. Principal is able to know that teachers are progressively monitoring the students

work by checking students' assignments, students' notes, exam past papers files and their personal study time tables.

Principals' involvement in class teaching makes the principal to be in touch with the students thus concluding that it significantly affects students' performance in KCSE. It was concluded that, because most principals were not teaching form four class which is the candidate class of KCSE, this led to the poor performance of students in KCSE in mwala sub county. Majority of the principals felt that schools principals were overworked with increased responsibilities and commitments thus workload was unbearable lowering their supervisory performance.

To sum up, principals class visitation, checking of teachers' work records, checking of students' academic records and principals' involvement in teaching significantly influenced students' performance in KCSE in mwala sub county.

5.5 Recommendations

The study made the following recommendations:

Principals should enforce preparation of necessary work documents and records by teachers for adequate planning, organization and execution of obligations. By so doing progress can be monitored. Teachers should be sensitized on the importance of instructional supervision to guide them how to carry out their duties.

Principals should also check and assess students note books, assignments, personal study timetables, and past exam papers. If these documents are checked by the principal, it will reduce instances of student absenteeism, ensure that students are provided with and write good notes and this may have a positive impact on overall performance of students in KCSE.

Recommendations were made to principals to be involved in classroom teaching. By involving him/herself in class teaching, the principal will be able to get a feel of the kind of students their strengths and weaknesses if any and will be able to make immediate improvements required so as to improve academic performance. The principal should be punctual for his/her classes and teach across all classes. Principals should make regular class visits. By so doing, the principal will be able to gain knowledge on the quality of teaching and learning that goes on in the school in the school.

The study also recommends TSC and other relevant stake holders to devise strategies towards principals' training on instructional supervisory training. Kenya Education Management institute (KEMI) should create awareness by training teachers on the importance of instructional supervision practices in their career development. Other educationists should organize seminars and workshops for teachers on supervisory practices.

Recommendations were also made to quality assurance officers to make more frequent inspection visits to schools to supervise and coordinate the preparation of professional documents. This may have a positive influence on students' academic performance in KCSE. It will also ensure that principals and teachers are always prepared for their instructional obligations.

Ministry of Education should strive to reduce the workload of principals to ensure that they have adequate time to carry out their supervisory function. The ministry should also deploy personnel under the charge of school management committees to perform managerial functions. The principal will thus be freed from many responsibilities to ensure they carry out instructional supervision effectively.

5.6 Suggestions for further study

The study suggested the following areas for further study:

- i) A similar study with a larger sample size to determine how principals' instructional supervisory practices influence learners' performance in other counties.
- ii) A study on the role of principal in ensuring effective supervisory functions in public schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Ruth M. Ngui
Department of Educational Administration and Planning
University of Nairobi
P.O Box 30197
Nairobi.

Dear Respondent,

RE: REQUEST TO CONDUCT RESEARCH

I am a student of masters in the department of Educational Administration and Planning, University of Nairobi. I intent to carry out a research on the influence of principals' instructional supervision practices on students' KCSE performance in public secondary schools in Mwala sub county, Machakos county.

I kindly request you to allow me to conduct the research in your school.

Confidentiality will highly beobserved.

Thanks in advance.

Yours faithfully,

.....

Ruth M. Ngui.

APPENDIX II: INTERVIEW SCHEDULE FOR PRINCIPALS

The purpose of this interview guide is to obtain information from the principal on how they conduct instructional supervision roles in their schools.

1. Gender
2. What is your highest education level?
3. What are your professional qualifications?
4. When did you begin teaching?
5. Which year did you become a principal?
6. How many years have you been in this school as a principal?
7. Have you been trained on how to carry out instructional supervision?
8. Do you observe classroom teaching?
 - i. If yes, how frequent?

- ii. What is the reaction of the students during the observation?

- iii. What is the reaction of the teachers during the observation?

- iv. If no, why not?

v. If yes, how do you give feedback to teachers after classroom observation?

9. Do you support the idea of principals being allocated lessons/ classes to teach? _____

10. Do have lessons in the timetable? _____

i) If yes, in what ways do you use the lessons you teach to model good teaching in the school? _____

a) How many lessons do you have in a week? _____

b) Do you attend all classes allocated to you? _____

c) Are you punctual for your classes? _____

11. Which classes do you teach in the school? _____

ii) If no, why not?

12. Do you check teachers' work records? _____

a) If yes what are these records that you check and how frequently do you check them? _____

b) If not, why?

13. Do you check students note books? _____

a) How frequently do you check them? _____

b)What are some of your comments after checking?

c)How do you deal with students who don't write notes?

a) Do your students keep their exam files?

b) Do they have personal study time tables?

14. What are other instructional supervisory activities do you carry out?

15. Are there challenges that you face as you carry out instructional supervisory activities?

16. If yes what

challenges? _____

17. How do you deal with these challenges?

APPENDIX III: QUESTIONNAIRES FOR TEACHERS

The questionnaire below will be used to collect data purely for academic purpose on factors influencing principal's instructional supervision practices in public secondary schools in Mwala sub county. Tick () where appropriate.

SECTION A: Demographic information

1. What is your age bracket in years?

a)25- 35___ b)36-45___ c) 46-55___ d) 56 and above___

2. What is your professional qualification?

a)Diploma in education_____ b)Bachelors degree___ c)Master of education___

d) Any other (specify)_____

3. How long have you served as a teacher?

a)Less than 1 year ___ b)1-5 yrs ___ c) 6-10 yrs___ d)11-15 yrs___

e)16-20 yrs___

f) 21-25 yrs___ g)26-30 yrs___ h) over 30 yrs___

4. Which classes do you teach?

a) Form 1___ b) Form 2___ c) Form 3___ d)Form 4___

5. How many years have you been a teacher in your current school?

Less than a year___ 1-3 yrs___ 4-6 yrs___ Above 6 yrs

6. How many lessons do you teach per week? ___

7. Indicate school type

a)Boys boarding___ b)Girls boarding___ c)Mixed boarding___

d)Mixed day and boarding___ e)Any other

(specify)_____

SECTION B: Information regarding instructional supervision practices

The following are tasks performed by the principal in instructional supervision.

Please indicate how you agree or disagree with the statements given below by

ticking () the letter which best indicates how often your principal does the

following. a)Daily b)Weekly c)Monthly d)Termly e)Never.

Frequency with which the principal does the following	Daily	Weekly	Monthly	Termly	Never
1)visits learning sessions in classroom					
2)visits learning sessions in the lab					
3)provides frequent feedback after observing classroom performance					
4)ensures discipline among teachers and students					
5) directs the findings of solutions to common instructional problems					
6)checks on records of work covered					

7)checks on students progress records					
8)) keeps a copy of school timetable					
9)checks teachers' schemes of work					
10)provides adequate teaching and learning resources					
11) checks on teaching learning aids used by teachers					
12) checks on teachers lesson notes					
13)checks students' assignments					
14)checks students' notes					
15)Rewards students who perform well in academics					
16)Principal is allocated lessons in the time table					
17)attends lessons allocated to him/her in the timetable					
18)always punctual for the classes he/she teaches					
19)performs well in mean grade in the subject he/she teaches					
20)gives extra coaching to weak students					
21)provides in-service training for teachers					
22)supports and participates in staff development activities					

23)encourages teachers to further their education					
24)rewards effective teachers by recommending them for promotion					

Thank you for your participation.

APPENDIX IV: RESEARCH AUTHORISATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
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Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/29667/25227**

Date: **24th September, 2018**

Ruth Muthembwa Ngui
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 KCSE performance in public secondary schools in Mwala Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **20th September, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. MOSES RUGUTT, PHD, QGW
DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.


The County Director of Education
Machakos County.


National Commission for Science, Technology and Innovation is ISO9001:2008 Certified


APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. RUTH MUTHEMBWA NGUI
of **NAIROBI UNIVERSITY, 47-90103**
WAMUNYU, has been permitted to
conduct research in Machakos County
on the topic: **INFLUENCE OF**
PRINCIPALS INSTRUCTIONAL
SUPERVISION PRACTICES ON STUDENTS
KCSE PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN MWALA SUB
COUNTY, KENYA
for the period ending:
20th September, 2019

Permit No : **NACOSTI/P/18/29667/25227**
Date Of Issue : **24th September, 2018**
Fee Received : **Ksh 1000**




Applicant's Signature


Director General
National Commission for Science, Technology & Innovation


THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
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