

Abstract

This paper discusses the research that was carried out in order to determine the extent of teachers' involvement in instructional supervision and its effects on KCSE performance in Gucha-South District. The purpose of the research was to establish whether there existed a significant correlation between teacher involvement in instructional supervision and students' performance in KCSE. Using a descriptive survey research design, data were collected from 266 teachers in 13 secondary schools and 8 Quality Assurance Officers. Data were collected using a variety of techniques and analyzed using appropriate descriptive statistics. A major finding of the research is that schools where teachers' involvement in supervision was higher registered better grades in the Kenya Certificate of Secondary Examination.