EFFECTIVENESS OF INSTRUCTIONAL SUPERVISION AND ITS IMPACT ON PRIMARY SCHOOL PUPILS ACADEMIC ACHIEVEMENT IN MASINGA DIVISION MACHAKOS COUNTY KENYA

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DECLARATION

This research report is my original work. It has not been presented for award of bachelors' degree in any other university

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KCPE: Kenya Certificate of Primary Education
NEC: National Examination Council
SPSS: Scientific Package for Social Science
U.S.: United States
WAEC: West Africa Examination Council
ABSTRACT

In Masinga primary schools in Kenya, one can argue that effectiveness of in-schools instructional supervision is in question, this is because these schools have continued to produce poor performing pupils year in year out while teaching practices have been said to be poor. This created the need for this study to find out the effectiveness of in-school instructional supervision on primary school pupils academic achievement in Masinga division Machakos county Kenya. This was done by addressing the following specific study objectives, to identify types of in-school instructional supervision methods employed in primary schools in Masinga division, to ascertain the effect of in-school instructional supervision methods employed on the pupils academic achievements, to assess strategies used to improve instructional supervision methods within primary schools in Masinga division and to determine the challenges facing instructional supervision methods within primary schools in Masinga division. To do this, the following research questions were used, what are the types of in-school instructional supervision methods employed in primary schools within Masinga division, which are the effects of in-school instructional methods employed on the pupils academic achievements, what strategies are used to improve instructional supervision methods within primary schools in Masinga division and lastly which are the challenges facing instructional supervision methods within primary schools in Masinga division. An ex-post facto research design was used to carry out this study. The study population consisted of the 32 primary schools in the Masinga division. The target population for this study included the primary school head teacher, and teachers. Simple random sampling was used to select the respondents needed for this study and structured questionnaires and interview schedule was used to collect information from the respondents which were then analyzed using of SPSS to get percentages and frequencies. Study results showed that (20%, n=38, 50%, n=12) noted that instructional supervision method was very effective in their schools, (22.1%, n=42, 50%, n=12) said that the supervision style employed was effective, (10.5%, n=20) said that the instructional supervision method was moderately effective in their school, (21.6%, n=41) noted that they were very poor while the remaining (25.8%, n=49) said that is was poor. As far as the impacts of instructional supervision methods on pupils academic achievement, (42.1%, n=80, 100%, n=24) noted that it their instructional supervision style improved pupils academic achievement, (19.5%, n=37) said that it had no impact on academic achievement, while the remaining (38.4%, n=73) observed that in-school instructional supervision methods had reduced the pupils academic achievements. In conclusion, in-school instructional supervision methods in Masinga division based on the study results is slightly effective; however this does not seem to have any impact on pupils’ academic achievement. It is therefore the researchers’ recommendation that teachers be given in-service training to improve their teaching capabilities while the principal and the deputy need to put more effort in in-school instructional supervision as well as adopt only instructional supervision styles that have been proven to work. All ethical issues pertaining to research were observed during the entire process of this study.
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CHAPTER ONE

INTRODUCTION

Supervision is the glue of a successful school. It is the function in school that draws together the discrete elements of instructional effectiveness into whole-school action (Glickman, et al., 2001). Supervision is improving instruction in order to improve student learning. According to Glickman, et al., (2001), effective supervision requires a knowledge base, interpersonal skills, and technical skills. In their study, Hillinger & Heck (1998) found out that there was a significant impact of checking of pupils notes on pupils’ academic performance in the U.S elementary schools. The study agreed with the findings of Williams (2003) that there was significant impact of checking of pupils notes on pupils’ academic performance in elementary schools in New York City. This shows that instructional supervision yields positive results among pupils academically. In Asia, supervision has become an integral component and process in the operation of schools (Sergiovanni et al., 2001). Sergiovanni et al., (2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student’s academic success. A study by Sharma et al., (2011) in Thailand, Malaysia and India showed that instructional supervision in these three Asian countries is not conducted effectively. Even though head teachers and other heads are responsible for the instructional supervision, the benefit out of the process is not felt at all. Almost all teachers from these countries feel that they as well as their pupils are not at all benefited by the instructional supervision due to the continued poor performance in examinations (Sharma, et al., 2011). This indicates that in the three Asian countries, in-school instructional supervision is not giving the desired results.
Studies done in Africa within schools also show similar and different results as the ones in Asia and America. In a study done in Nigeria by Fisher in 2011, the author notes that supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction. One of the major causes of the poor academic performance among pupils in the country according to Fischer can be ineffective instructional supervision. For effectiveness, instructional supervision it necessary all levels of education. Akinola, (2010) observed that secondary and primary schools children academic performance in external examinations council (NECO) have been low. However, research findings show that the effects of instructional supervision are indirect, and often difficult to measure precisely (Leithwood, et al., 2000). Research into school effectiveness; indicate that the effective principal comes to the fore as an instructional leader who affects school climate and pupils’ performance (Fullan, 2007; Bloom, et al., 2003).

Ayeni, et al., (2012) in their study in Nigeria noted that majority of pupils in the country perceived their teachers’ performance of instructional task based on the supervision provided by the head teachers as very effective as this improves pupils’ academic achievements in Nigeria. While a study conducted by Yaw, et al., (2011) in Ghana indicated by the private schools while the authors also observe that poor instructional supervision in public schools has also resulted in poor academic achievements among the pupils. In Kenya, the performance of pupils in Kenya certificate of primary examination (KCPE) has not been satisfactory in general. Instructional supervision aids head teachers in coordinating, improving and maintaining high teaching, learning standards and academic achievements in Kenyan schools (Maranya, 2001). A study by Too, et al., (2012), in Bureti showed that in-
school instructional supervision had positive relationship with pupils’ performance in national examinations. This is in agreement with the findings by Owiro, (2002) and Fatuma, (2003). The study by too found out that head teachers’ inspection of pupils’ progress reports had a positive relationship with performance of pupils in national examination which agrees with Fatuma (2003) and Kariga, (2007) findings.

As information provided in this background indicates, in-school instructional supervision yields different results based on how it is practiced. Various studies have shown can improve academic achievements among pupils around the world and in Kenya while poor supervision can yield the opposite results. A study of this nature had not been in Masinga division primary schools and therefore the researcher intended to find out the effectiveness of in-school instructional supervision on primary school pupils academic achievements in Masinga division Machakos county Kenya.

1.1 Problem Statement

It is sole responsibility of the school administration to ensure that teachers are taking up their teaching responsibility seriously and that through this every pupil is performing better in their academics. Through instructional supervision in many primary schools around the world, various primary schools have been known to produce excellent pupils; this is because of the effort and better in-school instructional services employed by head teachers in such schools. The same can be said about some Kenyan primary schools where the head teachers has taken it upon themselves to ensure that pupils are properly taught and that no teacher slacks of misses a lesson. Even though in-school instruction proves beneficial to many primary
schools in the country, in Masinga division Machakos county Kenya, the in-schools instruction supervision does not seem to yield the desired outcomes. This is because the pupils continue to perform poorly in most schools every year, while some teachers come to class drunk while others do not attend classes not to mention do not cover the subject contents fully and effectively by the time of the examinations. These problems had continued to plague the primary schools for a very long time now hence the researcher tried to find out the effectiveness of in-school instructional supervision in Masinga primary schools and its relations to pupils' academic achievements.

1.2 Purpose of the Study

The purpose of this study was to find out the effectiveness of in-school instructional supervision and its impacts on primary school pupils' academic achievements in Masinga division Machakos county Kenya.

1.3 Research Objectives

The objectives of the study were to:

1. Identify types of in-school instructional supervision employed in Masinga division primary schools
2. Ascertain the effect of in-school instructional supervision employed on the pupils' academic achievements
3. Assess strategies used to improve instructional supervision within Masinga primary schools
4. Determine the challenges facing instructional supervision within Masinga primary schools
1.4 Research Questions

1. What are the types of in-school instructional supervision employed in Masinga division primary school?

2. Which are the effects of in-school instructional employed on the pupils academic achievements?

3. What strategies are used to improve instructional supervision within Masinga division primary schools?

4. Which are the challenges facing instructional supervision within Masinga division primary schools?

1.5 Significance of the Study

This study has the potential of providing relevant information to the government and other policy maker on the effectiveness of instructional supervision used in primary school in Masinga division Machakos County thereby encouraging the formulation and implementation of policies to assist those responsible for instructional supervision improve on these duties. The primary school pupils in Masinga division Machakos county would also benefit from this study as with improved in-school instructional supervision in their schools, they will have easy time learning and understanding the subjects they are being taught and in effect improving their academic achievements.

Through this study and the head teachers improved instructional supervision, the primary school teachers will also benefit from the study a they will improve greatly on their teaching practices which will result in the pupils passing hence teachers will fill fulfilled that their efforts are not being wasted and lastly the parents will also benefit from this study as through improved instructional supervision, their childrens
academic achievements will also improve and thereby improving the hopes of them becoming important people in the society in the future by successfully completing all levels of education and getting employed

1.6 Delimitations of the study
This study focused on primary schools in Masinga division Machakos county Kenya alone and not other areas of the county. The results were based on the study objectives and research questions only.

1.7 Limitations of the study
During the study the research faced several limitations such as lack of control over the compliance of the respondents to provide necessary data by the researcher/field assistants. The research also faced time limitations as this is an academic paper with a deadline not to mention that the researcher has family responsibility and at the same time is an employee both of which took most often researchers' time. Lastly extreme weather conditions also hindered the successful completion of this study

1.8 Assumptions of the study
The study was based on the following assumption;
That the respondents would be willing to participate in this study
That all of them would provide accurate answers
The respondents would not be hostile towards the researcher and field assistants
1.9 Conceptual framework

In-school instructional supervision around the world has been known to have several effects within schools, through this process much individual benefit it is carried out properly, amongst the individuals who benefit from in-school instructional supervision are the teachers whose work improves greatly and the pupils whose academic achievements also improve through proper in-school supervision. Amongst the aspects of in-school instructional supervision that brings about these desired effects are, checking class attendance of both teacher and pupils, checking teaching notes as well pupils notes, regular checkups on teachers in class during teaching hours, providing feedback of the supervision among others and as mentioned through this many head teachers have been able to improve the learners academic achievements. This concept is as shown in figure 1 below.

Figure 1.1: Diagrammatic representation of the Conceptual Framework

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking class attendance of both teacher and pupils</td>
<td>Improved teaching practices</td>
</tr>
<tr>
<td>Checking checkups on teachers in class during teaching hours</td>
<td>Better academic results from the pupils and teachers</td>
</tr>
<tr>
<td>Providing feedback of the supervision</td>
<td>Timely content coverage and or completion by teachers</td>
</tr>
<tr>
<td>Checking of scheme of work</td>
<td>Improved class attendance by both teachers and pupils</td>
</tr>
<tr>
<td>Checking of teacher’s regularity in class</td>
<td>Improved commitment in teaching and learning</td>
</tr>
<tr>
<td>Moderation of examination question papers and marking schemes</td>
<td></td>
</tr>
</tbody>
</table>


1.10 Operational definition of terms

In-school instructional supervision: these are supervisory techniques employed by the principal within their schools in order to strengthen the teaching practices of the teachers and the learning of the pupils

Challenges: These are barriers faced by the principals while carrying out in-school instruction supervision in Machakos division primary schools

Supervision: In this study, this term is used to refer to the process used by head teachers within primary schools in Machakos division to ensure that teaching is done properly by the teachers

Strategies: These are measures put in place or used by head teachers’ within primary schools in Machakos division to improve teaching practices through instructional supervision

Teaching experience: This term is used in this study to refer to the number of years primary school teachers and head teachers within primary schools in Machakos division have been working in their current profession

Effectiveness: It is the ability of the head teachers within primary schools in Machakos division to produce the desired results in academic achievement and teaching practices in schools
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter consists of reviewed literature related to the problem under study. It has been subdivided into five sections namely types of in-school instructional supervision employed in schools, the effects of in-school instructional supervision employed on the pupils academic achievements, strategies used to improve in-school instructional supervision and lastly challenges facing in-school instructional supervision within Masinga primary schools.

2.2 Types of Instructional Supervision
Various studies have been done on in-school instructional supervision methods with various authors documenting several. These include;

2.2.1 Clinical Supervision
Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between the supervisors and teachers. Goldhammer et al., (1980) stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers, though in the between teacher and pupil’ learning by improving the teachers’ classroom behaviour. Clinical supervision or intensive development has been in the past conducted at a distance, with little or no direct teacher contact. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers (Pajak, 2002).
Clinical supervision can be used with inexperienced beginning teachers’ teachers who are experiencing difficulties, and experienced teachers looking to improve their performance. Sergiovanni & Starratt, (1998) described clinical supervision as typically more formative than summative in its evaluative approach to the practices of beginning teachers.

The goal of clinical supervision is not aligned with traditional evaluative measurement procedures intended to make summative statements about the worth of a person’s teaching for purposes of quality control. On the contrary, clinical supervision focuses on a teacher’s professional growth in terms of improving classroom instruction and relies on more teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisors. Clinical supervision, as a result, becomes less formal and less attached to the teacher’s achievement of some preconceived criteria or outside standards. It becomes a process that includes the ideas and voice of the teachers as he or she strives to meet his or her own educational goals in teaching and centers on self-and collegial evaluation, including input from pupils. For clinical supervision to be effective, there are some commonalities that are evident. These themes include (a) the development of a collegial relationship between teachers and supervisors based on trust, respect, and reciprocity; (b) teachers control over the products of supervision; (c) teachers retain control over decisions that impact their teaching practices; (d) there is continuity in the supervisory process over time; (e) supervisors provide teachers with nonjudgmental observational data; and (f) both teacher and supervisors engage in reflective practice (Sergiovanni & Starratt, 1998).

In Machakos county primary schools, not much is known about the extent to which clinical supervision is being used by principals, neither is there any information as to
whether this form of supervision is being used on all teachers or new ones is unavailable. These are gaps that need to be addressed.

2.2.2 Developmental supervision

Another process of supervisory practice is referred to as developmental supervision (Glickman et al., 1989). This model views teachers as individuals who are at various levels of professional growth and development. The supervisors are seen appropriately employing different leadership styles with different teachers and according to different circumstances. Within this framework, supervisors (as they interact with teachers) seek to foster thinking skills, which help in the analysis of classroom instruction and make teachers more aware of the many options for change (Beach & Reinhartz, 2000). According to Glickman et al., (1998), instructional improvement takes place when teachers improve their decision making about pupils, learning content, and teaching which largely a process of adult learning through supervision is. Developmental supervision is built on the premises that human development is the purpose of education. This model presupposes that as supervisors work with the teachers, they need to match their assistance to teacher’s conceptual levels and they also need to allow teachers to take charge of their own improvement. In addition, supervisors must be knowledgeable about and responsive to the development stages and life transitions of teachers. As Tanner & Tanner, (1987) noted, in this approach supervisors would employ three leadership orientations with teachers, namely directive, collaborative, and nondirective. Glickman et al., (1998), however, in describing the developmental process, identified four style supervisor may employ: directive control, directive informational, collaborative, and non-directive.
The directive control styles include the following kinds of supervisory behaviours: directing, standardizing, and reinforcing consequences. The result of this orientation is the mutually agreed-upon plan of action between the supervisors and the teacher. The directive supervisor judges the most effective way to improve instruction by making tasks clear, reassessing the problems and possible solutions, and showing teachers what is to be done. It implies that the supervisor is more knowledgeable in the matter and his or her decisions are more effective for improving the instruction. In the directive informational style, the supervisor standardizes and restricts choices during the meetings, with the result of a supervisor-suggested plan of action. This orientation is used to direct teachers to consider and choose from clearly delineated alternative actions. Such an approach is useful when the expertise, confidences, and credibility of the supervisor clearly outweigh the teachers' own information, experience and capabilities (Glickman et al., 1989).

The collaborative style is premised on participation by equals in instructional decision making process. This orientation includes the following behaviours: listening, presenting, problem solving, and negotiating which lead to a development of a contract between the teacher and the supervisor. Collaboration is appropriate when teachers and supervisors have and are aware of similar levels of expertise, involvement, and concern with a problem. Equality is the major issue in this orientation. The result is a contract, mutually agreed upon and carried out as a joint responsibility. In a non-directive style, supervisors view teachers as capable of analyzing and solving their own instructional problems. Non-directive behaviours include listening, reflecting, clarifying, encouraging, and problems solving. The
The purpose of this type of supervision is to provide an active sounding board for thoughtful professionals (Glickman et al., 1998).

The outcome is generated by the teacher, who determines the plan of action. In general, developmental supervision provides the supervisor with the way to connect the teacher’s levels of professional development with the appropriate supervisory style. As Tanner and Tanner (1987) indicated, if teachers are to grow in their professional commitment for solving problems, a growth of developmental model of supervision is required. Not much is known about the type of in-school supervision adopted by head teachers in Kenya primary schools much less in Masinga division primary school hence the researcher will try to find this out during the research in order to determine which style/type of supervision yields better results not only amongst the pupils but also amongst the teachers as well.

2.3 Effects of instructional supervision on pupils academic achievement

In their study, Hallinger & Heck, (1998) found out there was a significant impact of checking of pupils notes on pupils’ academic performance in English language in U.S. elementary schools. The study agreed with the finding of Williams, (2003) that there was significant impact of checking of pupils’ notes does not produce a direct effect on pupils’ performance in but is a mediating influence on teachers, curriculum, instruction, community, and school organization. The importance of instructional supervision is further highlighted in the findings of Harbison & Hanushek, (1992), which showed that there was a significant impact of class visitations by head teachers on pupils’ academic performance in English language in elementary schools in America.
The finding of Weiss & Pasley, (2006) also showed that there was a significant impact of moderation of examination questions and marking scheme on pupils’ academic performance. These finding further agree with Gaziel, (2007) that pupils performance in matriculation roles, maintain visibility, monitor pupils’ performance, and coordinate curriculum, promote academic teachers’ professional development, other studies have revealed that there were significant impacts of checking of student notes, class visitations by head teachers, checking of teachers’ punctuality and attendances and moderation of examination questions and marking scheme on pupils’ academic performance in English Language in primary schools in Ondo state of Nigeria. Therefore, instructional process and supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved. Supervision helps teachers become acquainted with source of assistance in solving their instructional problems (Afianmagbon, 2004). Supervision enhances teachers understanding of instructional process and assists them in the use of professional literatures, journals, free and inexpensive teaching materials, audio-visual aid and instructional equipments.

Ukeje et al., (1992) is of the opinion that supervision of instruction helps to improve learning. According to him, instruction refers to the interaction between persons, materials, ideas, performance and objects of the contrived curriculum environment. It is the interaction of activities between the teacher and the learner as part of the school environment. Through interaction the supervisor gets to know the instructional problems faced by the teachers. Once a problem has been identified by the teacher
and then discussed with the supervisor, a solution will be recommended by the supervisor. Instructional process and supervision constitute the leverage point for instructional improvement, teachers' competence and efficiency of the educational system. It is all the conscious efforts of designated officials to co-ordinate and direct the activities in an educational system with a view to improving teaching and learning.

This is why Ebiringha, (1987) stated that administration and supervision teaching help and encourage teachers to keep pace with changes and innovations in a continuous growth in teachers' abilities are introduced. Instructional supervision helps in academic performance of pupils in the sense that, in supervision of instruction, supervisors through time organize seminars, workshops, conference, short term course, long term course for teachers to update their knowledge. Ukeje et al., (1992) stressed that on the training and assessment in form of assessing lesson plans assessing teachers' method of teaching, assessing teachers' ability in classroom management and evaluation processes are provided for teachers by supervisors. If teachers are updated in these ways, pupils' academic performance will improve. Educational supervision helps to alert the teacher more in classroom management.

According to Amaewhule, (2005), the way a teacher manages his class is often seen as an index of his teaching effectiveness. Learning is an activity which takes place in an atmosphere free from disturbances and distractions. A teacher cannot therefore be said to be facilitating learning when conducting his class in a disorderly environment like when pupils are sleeping in the class, when pupils are inattentive or engaging in disruptive activity while lesson is on. A good teacher should watch these behaviours
and put them to control and supervision helps to intimate teachers in this way. Pupils’
academic performance depends a great deal on the instructional materials used. This
is because instructional materials help to make instructions practical and real thereby
facilitating the understanding of the instruction (Annuma, 2004).

A conducive learning environment contributes a lot to academic performance of
pupils and as a result, instructional processes and supervision thrive actively in such
an environment. Ezeocha, (1990) states that 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. Supervision and instructional
process are mutually at work to improve the academic performance of pupils because
without supervision, educational administrators will fail in their task of maintaining
standard and qualitative education. Instructional and supervision processes must link
up with institutional academic programs plans.

To achieve the objectives of education, supervisors should involve academic
programs plans. To achieve this, certain principles need to be strictly adhered to.
According to Okendu, (2006), such principles include participatory planning; this
principle demands that the educational planning process must involve adequate
participation of all the interest groups whose interests are to be affected by planned
educational programs. And this includes pupils, teachers, school-heads, parents,
employers of labour etc. There is also the principle of integration, specialization and
administrative harmonization.
Ebiringha, (1987) seeing how important supervision is in academic performance of pupils 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 pupils with feedback on their performances. Supervision is one of the key elements in the management of the secondary school curriculum. In Kenya, the Ministry of Education Science and Technology acknowledges the importance of instructional supervision and has made it one of the compulsory roles of head teachers in the whole school system.

In a study conducted in Bureti District to address the perpetual dismal performance in the KCPE, the major findings showed that the head teachers were responsible for both instructional supervision and evaluation of teachers, however most of them were more concerned about monitoring pupils' progress, instructional supervision, evaluation and performance at the expense of other roles that are equally important for good academic achievement. It also emerged from the study that instructional supervision has an impact on pupils' performance. Not much is known about the effects of instructional supervision on primary school pupils' academic performance in Masinga division, Machakos County, Kenya hence this is one of the goals of this study.
2.4 Strategies used to improve instructional supervision

Several strategies have been put in place and or suggested by various authors around the world to help improve in-school instructional supervision. These include;

**Training and retraining of supervisors:** The training of new supervisors and the retraining of old ones is critical. Special training centers where experienced and practicing supervisors are available required for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the inspection of primary education. Supervisors could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision (Okoro, 2004).

**Morale boosting:** Research shows a relationship between motivation and performance of skills. If supervisors are properly motivated with available work materials such as stationery, transportation, conducive working environment, enhanced salaries and allowances the morale of the supervisor could be boosted thereby affecting the skills positively (Okoro, 2004).

**Employment of supervisors with higher educational qualifications:** Supervisors with higher qualifications are more likely to perform better in the field than those with lower qualification. According to Okoro (2004), education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.
International and inter-state exchanges: Deliberate and government sponsored international and interstate exchange of supervisory personnel and experiences could boost the skills of supervisors. The purpose is to ensure cross-fertilization of ideas and explore way of tackling similar problems or challenges (Okoro, 2004).

Improved selection criteria for supervisors: Supervision is a technical task that requires meticulous, firm and objective assessment. Therefore, those saddled with this responsibility should be carefully selected from among the available education personnel in the schools or state ministries of education. A special aptitude test could be administered testing various aspect of candidates' personality to determine their suitability. This rigorous exercise, according to Obanya (2005), stimulates confidence, which is a necessary ingredient for skill acquisition and performance.

Disciplinary action against unprofessional or unethical conduct or performance: In order to improve the skills of school supervisors' appropriate sanctions should be leveled against any erring or deviant supervisor who tends to undermine the expected standard. A situation whereby mediocrity is exalted and standard sacrificed, while supervisors who excel in their assignment should be rewarded accordingly, either in kind or cash sanctioning unacceptable performance could serve as a deterrent to others (Okoro, 2004).

Reward for performance: Even though reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of quality skills. Therefore, supervisors with excellent performance should be rewarded accordingly in order to maintain, and if possible improve their skills (Okoro, 2004).
All these strategies seem appropriate however; no study currently exists in Kenya addressing the strategies that are being used by schools and the government to help improve in-school instructional supervision in the country and in Masinga division primary schools. These are the gaps the current study sought to cover in the current location.

2.5 Challenges facing instructional supervision

There are several problems, which tend to militate against effective supervision of instruction in primary schools.

Staff Inadequacy: The number of professionally trained supervisors in our schools is grossly inadequate to meet the needs of an effective and efficient programme of supervision. The population of pupils in the school has so exceeded the stipulated teacher/pupils ratio that all that most head teachers do in terms of instruction is to ensure that there are enough teachers to man the classes (Ogunu, 2005).

Lack of Time: According to Ogunu, (2005) head teachers are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. When head teachers give more time to correspondence with the Ministry of Education and its parastatal, community affairs, parents and a host of other visitors and in the process neglect their primary duty of overseeing instruction in the schools, we cannot expect good performance from pupils. Some unscrupulous teachers easily exploit the school head’s neglect of supervision to achieve their selfish ambitions (Ogunu, 2005).

Inadequate Basic Instructional Materials: According to Okoro, (2004), there can be no effective supervision of instruction without instructional materials. Experience
has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for pupils. Apart from such cases of nothing to supervise, there are others where the problems are lack of facilities and materials for the supervisor to use. External supervisors (inspectors) for example, often do not have transport facilities and writing materials to carry out their inspectorial duties.

**Lack of Adequate Training and Orientation in Instructional Supervision:** Many newly appointed head teachers are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions (Abagi, 1997). They manage through for years without understanding what instructional supervision entails and how to do it.

**Fiscal Inadequacy:** According to Achola (1995), lack of funds often results in head teachers' inability to organize in-house orientation and in-service programmes for their staff or travel out to other schools and resources centers to gain access to new developments in curriculum and instruction that could benefit their schools. There is an urgent need for the government to provide adequate funds and the right caliber of personnel for the supervision of instruction in our schools if the goals for national development are to be realized.

As the reviewed literature around the world indicates, instructional supervision helps a lot in improving learners academic achievements around the world and in some parts of the country but since no such study has been done in Masinga division Machakos county, not much is known about this hence the researcher intends to find of the effectiveness of in-school instructional supervision on primary school pupils academic achievements in Masinga division Machakos county Kenya.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter shows the study design employed, the study and target population, inclusion and exclusion criteria, sample size determination technique, sampling technique, research instruments, a pilot study, validity and reliability of the instruments, data collection procedure, data analysis procedure and the ethical issues to be observed during field work. These are discussed as follows.

3.2 Research design

This study used an ex-post facto research design which involves studying the relationship between variables that cannot be manipulated by the researcher because their manifestation have already occurred (Franknel & Warren, 2000). The study investigated the effects of in-school instructional supervision on primary school pupil’s academic performance in Masinga division Machakos County Kenya.

3.3 Study population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. It is also known as a well-defined collection of individuals or objects knows to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Therefore the population for this study was the primary school head teachers in Masinga division Machakos County whose number currently stands at 32 and to this population the results of the study are generalized.
3.4 Target population

The target population for this study was the primary school head teachers whose number stands at 32, and teachers who are 640 in total in Masinga division Machakos county Kenya. These groups were selected as they were more knowledgeable on the subject matter and also they are the ones that evaluate pupils’ academic performance. Therefore they were better placed to say whether in-school instructional supervision was effective or not and whether what effects it had on pupils’ academic achievement.

3.5 Sample Size Determination

Sample size determination is the act of choosing the number of observations or replicate to include in statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study is determined based on the expense of data collection, and the need to have sufficient statistical power. The study sample will consist of the head teachers and the teachers in Masinga primary schools. The researcher therefore used Mugenda & Mugenda (1999) sample size determination formular of 10 to 30% in calculating the required sample size. Out of 32 head teachers, the sample size was calculated as 10% of 32 = 10 was to be used however the researcher managed to reach 24 head teachers who formed the sample for the study as for the teachers out of 640, 10% were chosen giving a sample of 192 however only 190 were reached and took part in the study, this was in the range of 10 to 30% proposed by Mugenda and Mugenda. Therefore the total sample size was 24 + 190 = 214 respondents.
3.6 Sampling Procedure

The study area was purposively chosen by the researcher. However, simple random sampling technique was used to select the required sample from the target population. This was done by selecting the first teacher randomly then an interval of \((640/192=3)\) was observed until the required sample of 192 was chosen and participated in this study. On the other hand, due to ease of accessibility and few number of head teachers, the researcher used convenience sampling to select the 24 principals out of 32. Each respondent was issued with an instrument after being sampled and giving their consent.

3.7 Data collection instruments

The following researcher instruments were used to collect information from respondents;

**Questionnaires for teachers:** It is an instrument with both open ended and closed ended questions. With open-ended questions, no pre-coded answers, i.e. response categories were provided. In closed ended questions, response categories were provided and respondents only need to select a particular answer or answers. The instrument was used to collect both qualitative and quantitative data. The contents of this instrument are as shown in the appendices tool I.

**Interview schedule for head teachers:** This instrument was used for head teachers. Expert judgment of the supervisors was used to ensure the validity of the above instruments while the same instruments were tested for reliability through a pilot test. The contents of this instrument are as shown in the appendices tool II.
3.8 Data collection Technique

After the selection of the required school samples, first the needed schools were sampled and the research subjects were informed of their rights of participating and or refusing to participate in this study. The second stage involved sampling of teachers and distribution of structured questionnaire with both open ended questions and closed ended questions addressing each objective to the respondents. These respondents were given one week to fill in the questionnaires which were then collected to facilitate the process of data analysis and project writing. The last step involved face to face interviews of the head teachers and their deputies were conducted.

3.9 Pilot study

Before the actual data collection, the questionnaires were pre-tested (piloted) on a selected sample similar to the actual sample that took part in the study. That is, the instruments were pretested in Masinga boys' primary which was later not included in the study sample. The head teacher and teachers were issued with the instruments which were later collected by the researcher in order to see whether they were collecting the right information. This enabled the researcher to make meaningful modifications to the research instruments. Pre-testing in this study was helpful for it enhanced reliability and validity of the research instrument as a consistent measure of the concept that was intended to be measured.

3.10 Data analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and
supporting decision making (Ader 2008). The statistical tool used for data analysis was SPSS (statistical package for social science) version 17 and Microsoft Excel 2010. The information collected was analyzed using statistical package for social sciences Test Editor (SPSS) Software in order to generate frequency of answers, percentage and lastly, Microsoft Excel was used to generate tables and figures showing results.

3.11 Ethical considerations

First permission for conducting this study was sought from the ministry of education and the granted permission was shown to every head teachers in order to gain their confidence and trust in research as well as their authorization to carry out this study within their schools. Then the study subjects were informed of their girls to participate or refuse to participate in the study and their right to remain anonymous as their names were not to be mentioned anywhere in this research. Research assistants were at the same time trained on how to respect the rights of the study subjects and therefore were expected not force anyone’s participation and in the process observing the ethical regulations during the study not to mention that the respondents answer were not directed or coursed in anyway by the field staffs during this study.
CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter the results of the study are presented and discussed, presentation of the findings is in the form of frequencies and percentages which are presented using frequency tables and figures. In the discussions the researcher combines the findings from the study under one discussions as follows (results from questionnaires: results from interview schedule) with results from questionnaires having been collected from the teachers while those from interview schedules were collected from the head teachers. The hypothesis for this study was also proven using a chi-square test.

4.2 Demographic Information

The demographic information collected during this study touched on gender and teaching experience of the respondents. Information based on gender showed that (45.8%, n=87 teachers, 66.7%, n=16 head teacher) were male while (54.2%, n=103 teachers, 33.3%, n=8 head teachers) were female. These findings show that more head teachers were male while more teachers who took part in this research were female. On the other hand, findings shown in table 1 based on information collected from teachers show that (3.7%, n=7) had taught for less than a year, (11.6%, n=22) had taught for 1-3 years, (42.6%, n=81) had taught for 4-7 years while the remaining (42.1%, n=80) teachers had taught for more than 7 years. On the other hand (41.7%, n=10) head teachers had taught for 4-7 years while (58.3%, n=14) had also taught for more than 7 years as shown in 2 below.
Table 1: Teaching Experience in this Division (Teachers)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>7</td>
</tr>
<tr>
<td>1-3 years</td>
<td>22</td>
</tr>
<tr>
<td>4-7 years</td>
<td>81</td>
</tr>
<tr>
<td>More than 7 years</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
</tr>
</tbody>
</table>

Table 2: Teaching Experience (Head Teachers)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-7 years</td>
<td>10</td>
</tr>
<tr>
<td>More than 7 years</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

4.3 In-School Instructional Supervision

Based on the results of this study, all the primary schools had in-school instructional supervision as all the teachers (100%, n=190) and head teachers (100%, n=24) agreed that there was in-school instructional supervision in their respective schools. This indicates that every primary school in the study area had some form of in-school instructional supervision as is required by the ministry of education of Kenya.

The findings in table 3 (teachers) show the various types of in-school instructional supervision employed in Masinga division primary schools. As the results show, (10%, n=19 teachers) had clinical supervision, (12%, n=24 teachers) had differential supervision, (7.9%, n=15 teachers) had developmental type of instructional supervision, (47.9%, n=91 teachers) practiced performance evaluation supervision,
while the remaining (21.6%, n=41 teachers, 100%, n=24 head teachers) practiced both clinical, differential, developmental performance evaluation type of supervision. These findings show that a variety of instructional supervision is normally practiced in Masinga division primary’s with the most commonly used in-school instructional supervision according to teachers and head teachers within the schools being performance evaluation supervision as noted by both categories of the respondents however this type of supervision was unanimously mentioned by the head teachers as the most used in-school instructional supervision. Evaluation of performance is necessary if the academic achievements of the pupils is to be approved but that is not all as other forms of in-school instructional supervision also need to be used together with it but it seems like fewer primary schools use more than one form of instructional supervision as the results suggest as only 21.6% of the respondents mentioned the application of all types of supervision in their school.

Table 3: Type of in-school instructional supervision employed (Teachers)

<table>
<thead>
<tr>
<th>Type of Supervision</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical supervision</td>
<td>19</td>
<td>10.0</td>
</tr>
<tr>
<td>Differential supervision</td>
<td>24</td>
<td>12.6</td>
</tr>
<tr>
<td>Developmental supervision</td>
<td>15</td>
<td>7.9</td>
</tr>
<tr>
<td>Performance evaluation supervision</td>
<td>91</td>
<td>47.9</td>
</tr>
<tr>
<td>All the above</td>
<td>41</td>
<td>21.6</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.4. Person Responsible for In-School Supervision

According to the observations by the respondents, the head teachers are responsible for in-school instructional supervision as mentioned by (31.6%, n=60 teachers, 100%, n=24 head teachers), the deputy head teachers were also responsible as mentioned by (28.4%, n=54 teachers), (30.5%, n=58) teachers noted that the BOG chair was responsible while the remaining (9.5%, n=18) teachers noted that the PTA chair was responsible for in-school instructional supervision as findings in table 4 below shows. While all the head teachers noted that they were responsible for in-school instructional supervision, the teachers on the other hand supported this view but also mentioned that deputy head teachers sometimes oversaw in-school instructional supervision as well as the BOG and PTA chairmen/women and if this is true then this might explain the reason why the schools are performing poorly in national exams as the BGO and PTA are not supposed to be involved with in-school instructional supervision within school as this is the responsibility of the head teachers and deputy head teachers though majority of the respondents agree that the head teachers are the ones responsible for in-school instructional supervision.

<table>
<thead>
<tr>
<th>Table 4: Responsible party for instructional supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>The head teacher</td>
</tr>
<tr>
<td>Deputy head teachers</td>
</tr>
<tr>
<td>BOG chair</td>
</tr>
<tr>
<td>PTA chair</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
4.5 Impacts of In-School Instructional Supervision on Academic achievement

As the results of the study showed, (42.1%, n=80 teachers, 100%, n=24 head teachers) said that in-school instructional supervision had positive impacts on pupils academic achievement and teachers performance while (57.9%, n=110) teachers observed that the employed in-school instructional supervisions had no impacts on pupils and teachers performance. These findings seem to contradict one another as the head teachers noted that the supervision styles were effective and or had positive impacts on pupils and teacher performance while the teachers noted that these supervision styles had no impacts on their pupil's performance.

As far as the impacts of instructional supervision on pupils academic achievement, (42.1%, n=80 teachers, 100%, n=24 head teachers) noted that in-school instructional supervision style improved pupils academic achievement, (19.5%, n=37) teachers said that it had no impact on academic achievement, while the remaining (38.4%, n=73) teachers observed that in-school instructional supervision had reduced the pupils academic achievements as shown in the table below. Again the study give mixed findings as opinions from the teachers and head teachers differ with the head teachers noting that academic achievements have improved due to the instructional supervision employed while some teachers share this view but also hold that instructional supervision had had no impact and at the same time other believed it has led to poor academic achievements as shown in table 5 below.
Table 5: Impacts of in-school instructional supervision on academic achievements (Teachers)

<table>
<thead>
<tr>
<th>Impact</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has improved academic achievements</td>
<td>80</td>
<td>42.1</td>
</tr>
<tr>
<td>Had had no impacts on academic achievement</td>
<td>37</td>
<td>19.5</td>
</tr>
<tr>
<td>Had reduced academic achievement</td>
<td>73</td>
<td>38.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above impacts of in-school instructional supervision were and or had been realized in many ways due to various reasons and as the findings in table 6 (teachers) and 7 (head teachers) show, poor in-school instructional supervision practices as mentioned by (21.6%, n=41 teachers, 25%, n=6 head teachers) contributed to poor academic achievements, this result was also caused by lack of commitment by teachers towards their teaching duties as noted by (26.3%, n=50 teachers, 29.2%, n=7 head teachers), poor attitude towards instructional supervision by the teaching staff as mentioned by (25.3%, n=51 teachers, 25%, n=6 head teachers) of the respondents while the remaining (23.3%, n=48 teachers, 20.8% n=5 head teachers) felt that the academic achievement improved due to proper in-school instructional supervision.

These findings show that therefore various reasons for the achievement impacts mentioned by the study respondents in the previous discussion but even though all the principles believed that instructional supervision led to improved academic achievements, they supported their teachers on the view that in some cases instructional supervision was not working and poor results were being realized and the main reason for this as both respondents categories was the fact that the teacher lacked commitment in the duties as the results showed.
### Table 6: How the impacts were realized (Teachers)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor in-school instructional supervision practices</td>
<td>41</td>
<td>21.6</td>
</tr>
<tr>
<td>Lack of commitment from teachers</td>
<td>50</td>
<td>26.3</td>
</tr>
<tr>
<td>Poor attitude towards in-school instructional supervision</td>
<td>51</td>
<td>26.8</td>
</tr>
<tr>
<td>Proper in-school instructional supervision practices</td>
<td>48</td>
<td>25.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Table 7: How the impacts were realized (Head teachers)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor in-school instructional supervision practices</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>Lack of commitment from teachers</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>Poor attitude towards in-school instructional supervision</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>Proper in-school instructional supervision practices</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### 4.6 Effectiveness of In-School Instructional Supervision

Given the effectiveness of in-school instructional supervision on pupils academic achievement, the study showed that about (20%, n=38 teachers, 50%, n=12 head teachers) noted that instructional supervision was very effective in their schools, (22.1%, n=42 teachers, 50%, n=12 head teachers) said that the supervision style employed was effective, (10.5%, n=20) teachers said that the instructional supervision was moderately effective in their school, (21.6%, n=41) teachers noted that they were very poor while the remaining (25.8%, n=49) teachers said that is was poor as findings in table 8 show. These findings show that the head teachers agree that in-school instructional supervision employed in their schools were effective while the
findings from the teacher gave mixed results varying from very effective to not
effective as shown in the table below with the results indicating that the instructional
supervision were not effective.

<table>
<thead>
<tr>
<th>Table 8: Effectiveness of instructional supervision (Teachers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>It is very effective</td>
</tr>
<tr>
<td>It is effective</td>
</tr>
<tr>
<td>It is moderately effective</td>
</tr>
<tr>
<td>It is very poor</td>
</tr>
<tr>
<td>It is poor</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

4.7 Strategies for Improving In-School Instructional Supervision

In order to improve academic achievement among pupils, it is necessary for schools in
the Masinga division to take measures to improve in-school instructional supervision
and the results allowed that all the respondents both teachers and head teachers
(100%, n=190, 100%n=24) noted that there were strategies in place to help improve
in-school instructional supervision in their respective schools indicating that there
were efforts in various schools to improve instructional supervision in these schools
and the eventual academic achievement for the pupils. The main strategies used to
improve in-school instructional supervision in these schools include training and
retraining of supervisors as indicated by (10.5%, n=20 teachers, 41.67%, n=10 head
teachers) moral boosting is another strategy as mentioned by (14.7%, n=28 teachers,
12.5%, n=3 head teachers), international and interstate/school exchanges as noted by
(22.6%, n=43 teachers, 12.5%, n=3 head teachers), improved selection criteria for
supervisors noted by (16.8%, n=32 teachers), reward for performance was also a strategy (15.8%, n=30 teachers, 8.33%, n=2 head teachers), tackling disciplinary action against unethical and performance by the supervision and teachers are observed by (8.9%, n=17 teachers, 4.17%, n=1 head teachers), while the remaining (10.6%, n=20 teachers, 8.33%, n=2 head teachers) said that the main strategy for improving in-school instructional supervision was employing qualified head teachers and their deputies as shown in table 9 and figure 1 below. Training and retraining of school supervision by most of the head teachers while international and interstate/school exchanges was used by many as a strategy to improve instructional supervision in their schools as the teachers observed.

Table 9: Main strategy put in place (Teachers)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and retaining of supervisors</td>
<td>20</td>
<td>10.5</td>
</tr>
<tr>
<td>Moral boosting</td>
<td>28</td>
<td>14.7</td>
</tr>
<tr>
<td>International and interstate/school exchanges</td>
<td>43</td>
<td>22.6</td>
</tr>
<tr>
<td>Improved selection criteria of supervisors</td>
<td>32</td>
<td>16.8</td>
</tr>
<tr>
<td>Reward for performance</td>
<td>30</td>
<td>15.8</td>
</tr>
<tr>
<td>Disciplinary action against unethical conduct and performance</td>
<td>17</td>
<td>8.9</td>
</tr>
<tr>
<td>Employing qualified head teachers and their deputies</td>
<td>20</td>
<td>10.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
4.8 Challenges facing In-School Instructional Supervision

The study results indicate that in-school instructional supervision faced various challenges in this district as all the teachers and head teachers agreed. These challenges based on information collected from the teachers and head teachers, inadequate staffing (16.8%, n=32 teachers, 25%, n=6 head teachers). Lack of adequate instructional supervision materials (16.8%, n=32 teachers, 25%, n=6 head teachers) lack of training/orientation on instructional supervision (16.8%, n=32 teachers, 25%, n=6 head teachers) were some of the challenges facing in-school instructional supervision while (25.3%, n=48 teachers, 17%, n=4 head teachers) noted lack of time was a challenge and the remaining (24.2%, n=46 teachers, 8%, n=2 head teachers) believed that staff inadequacies, lack of adequate instructional supervision materials, lack of training/orientation on instructional supervision and lack of time were all challenges in-school instructional supervision in their respective schools as shown in table 10 and figure 2 below. Majority of teacher who participated in this
study as the results in table 10 show felt that lack of enough time was the main challenge facing in-school instructional supervision while most head teachers felt that inadequate staffing; inadequate instructional supervision and materials were some of the challenges facing instructional supervision in their schools as the table and figures below indicate.

**Table 10: Challenges facing in-school instructional supervision (Teachers)**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff inadequacy</td>
<td>32</td>
<td>16.8%</td>
</tr>
<tr>
<td>Lack of time</td>
<td>48</td>
<td>25.3%</td>
</tr>
<tr>
<td>Lack of adequate instructional supervision materials</td>
<td>32</td>
<td>16.8%</td>
</tr>
<tr>
<td>Lack of trading/orientation on instructional supervision</td>
<td>32</td>
<td>16.8%</td>
</tr>
<tr>
<td>All of the above</td>
<td>46</td>
<td>24.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Figure 2.2: Challenges facing in-school instructional supervision (head teachers)**

**Challenges facing in-school instructional supervision**

- Staff inadequacy: 16.80%
- Lack of time: 25.30%
- Lack of adequate instructional supervision materials: 16.80%
- Lack of training/orientation on instructional supervision: 16.80%
- All of the above: 24.2%
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

In-school instructional supervision is very necessary if the performance of teachers and academic achievements are to improve. As shown in background information and the reviewed literature, various in-school instructional supervision methods are being employed by various head teachers and these supervision styles have yielded various results. In the current study, the research found out that all the primary schools in Masinga division Machakos county Kenya had in-school instructional supervision as all the teachers and head teachers attested to that. Various types are also employed in these schools as the respondents noted and they included clinical supervision, differential supervision, and developmental instructional supervision, practiced performance evaluation supervision, with performance evaluation supervision being widely used. The person or persons responsible for in-school instructional supervision in these schools were the head teachers, the deputy head teachers, BOG chair and also the PTA chair. According to the study results, in-school instructional supervisions mentioned above had various impacts on pupils academic achievements in Masinga Division, these included improvement of pupils academic achievements in Masinga division, these included improvement of pupils academic achievement, lack of impacts on academic achievement, and negative impacts on pupil’s academic achievements these impacts put into question the effectiveness of these supervision styles.

The study went further and found out that all the head teachers believed that in-school instructional supervision styles as the teachers showed mixed results with the overall
results indicating that a slightly higher number of teachers believed that in-school instructional supervision were not effective. And due to the supposed ineffectiveness various strategies have been put in place to improve their effectiveness and these strategies included training and retraining of supervisors, moral boosting, international and interstate/school exchanges, improved selection criteria for supervisors, reward for performance, tacking disciplinary action against unethical conducts and performance by the supervisors and teachers as well as employing qualified head teachers and their deputies. Training and retraining of school supervisors was seen as the main strategy normally used to improve in-school instructional supervision by most of the head teachers while international and interstate/school exchanges were used by many as a strategy to improve instructional supervision in their schools as the teachers observed.

They study also showed that in-school instructional supervision faces a lot of challenges in Masinga division Machakos county Kenya, these challenges included inadequate staffing, lack of adequate instructional supervision materials, lack of training/orientation on instructional supervision and lack of time was also a challenge. However, lack of enough time, inadequate staffing and inadequate instructional supervision and materials were the main challenges facing in-school instructional supervision as the study showed.

5.2 Conclusion

For pupils to succeed in their examination, in-school instructional supervision not only needs to be effectively practiced by the responsible authority needs to be clearly spelt out to avoid mix-ups in roles of is seen by the findings in this study. The
effectiveness' of such in-school instructional supervision depends a great deal on the head teachers commitment hence in the case of Masinga division it is apparent that in-school instructional supervision is not yielding much results and the strategies in place are not helping either hence more effort is needed in order to improve in-school instructional supervision in the division.

5.3 Recommendation

Given the findings of this study it is the researchers recommendation that the following be done; more training is given to the responsible parties for ensuring that in-school instructional supervision is carried out in order to improve the performance of pupils.

Clear demarcation of roles should be there to avoid mix-ups in responsibly as to who should be conducting instructional supervision. The strategies in place should be implemented to the letter in order to improve instructional supervision in these secondary schools.
REFERENCES


Ogunu, M.A. (2005). Introduction to educational management, Benin City: Mabogon Publisher


This instrument is meant to collected information from respondents on the effectiveness of in-school instructional supervision and its impacts on primary school pupils’ academic achievement in Masinga division Machakos county Kenya. Kindly answer the following questions to the best of your knowledge.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender
   Male [ ]
   Female [ ]

2. Teaching experience in this division
   Less than a year [ ]
   1-3 years [ ]
   4-7 years [ ]
   More than 7 years [ ]

SECTION B: TYPES OF IN-SCHOOL INSTRUCTIONAL SUPERVISION EMPLOYED

3. Are there in-school instructional supervision employed in this school?
   Yes [ ]
   No [ ]

4. If yes, which among these is the in-school instructional supervision employed?
   Clinical supervision [ ]
   Differential supervision [ ]
   Developmental supervision [ ]
   Performance evaluation supervision [ ]
   All of the above [ ]
5. If in-school instructional supervision is available, who is responsible for instructional supervision in this school?

The head teacher [ ]
Deputy head teacher [ ]
Parents [ ]
BOG chair [ ]
PTA chair [ ]
No one [ ]
Any other please note ____________________________________________________________

SECTION C: IMPACTS OF INSTRUCTIONAL SUPERVISION ON PERFORMANCE

6. Has the above mentioned in-school instructional supervision had any impacts on the pupils academic achievements?

Yes [ ]
No [ ]

7. If yes, what impact has the said in-school instructional supervision/s had on the pupils academic achievements?

It has improved academic achievements [ ]
Has had no impacts on academic achievement [ ]
Has reduced academic achievement [ ]

8. Why has the said impact been realized?

Poor in-school instructional supervision practices [ ]
Lack of commitment from teachers [ ]
Poor attitude towards in-school instructional supervision [ ]
Proper in-school instructional supervision practices [ ]
Any other please state ........................................................................................................

9. Given your answer above, what can you say about the effectiveness of instructional supervision within this school?

It is very effective [ ]
It is moderately effective [ ]
It is effective [ ]
It is very poor [ ]
It is poor [ ]

PART D: STRATEGIES USED TO IMPROVE INSTRUCTIONAL SUPERVISION

10. Are there strategies put in place to improve in-school supervision in your school?

Yes [ ]
No [ ]

11. If yes, which is the main strategy put in place?

Training and retraining of supervisors [ ]
Moral boosting [ ]
International and interstate/school exchanges [ ]
Improved selection criteria of supervisors [ ]
Reward for performance [ ]
Disciplinary action against unethical conduct and performance [ ]
Employing qualified head teachers and their deputies [ ]
Any other please state ........................................................................................................
PART C: CHALLENGES FACING INSTRUCTIONAL SUPERVISION

12. Are there challenges facing in-school instructional supervision in this school?

Yes [ ]
No [ ]

13. If yes, which are the challenges? (choose one)

Staff inadequacy [ ]
Lack of time [ ]
Lack of adequate instructional supervision materials [ ]
Lack of training/orientation on instructional supervision [ ]
All of the above [ ]
Any other (state) ..............................................................................................................

Thank you very much for participating in this study and may God bless you
TOOL II: INTERVIEW SCHEDULE FOR HEAD TEACHERS

This instrument is meant to collected information from respondents on the effectiveness of in-school instructional supervision and its impacts on primary school pupils’ academic achievement in Masinga division Machakos county Kenya. Kindly answer the following questions to the best of your knowledge.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender
   Male [ ]
   Female [ ]

2. Teaching experience in this division

SECTION B: TYPES OF IN-SCHOOL INSTRUCTIONAL SUPERVISION EMPLOYED

3. Are there in-school instructional supervision employed in this school? ..............................................................

4. If yes, what is the in-school instructional supervision employed? ..............................................................

5. If in-school instructional supervision is available, who is responsible for instructional supervision in this school? ..............................................................
SECTION C: IMPACTS OF INSTRUCTIONAL SUPERVISION ON PERFORMANCE

6. Has the above mentioned in-school instructional supervision had any impacts on the pupils academic achievements?

7. If yes, what impact has the said in-school instructional supervision/s had on the pupils academic achievements?

8. Why has the said impact been realized?

9. Given your answer above, what can you say about the effectiveness of instructional supervision within this school?
PART D: STRATEGIES USED TO IMPROVE INSTRUCTIONAL SUPERVISION

10. Are there strategies put in place to improve in-school supervision in your school?

11. If yes, which is the main strategy put in place?

PART C: CHALLENGES FACING INSTRUCTIONAL SUPERVISION

12. Are there challenges facing in-school instructional supervision in this school?

13. If yes, which are the challenges?

Thank you very much for participating in this study and may God bless you.