# EFFECTS OF SCHOOL BASED INSTRUCTIONAL SUPERVISION ON TEACHER PERFORMANCE IN SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA

**TERESIA ATIENO ODUOR**

**E55/CE/15652/08**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY**

**OCTOBER 2011**

# DECLARATION

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

Signature …………………………….. Date ……………………………….

**Teresia Atieno Oduor**

**E55/CE/15652/08**

I confirm that the work reported in this project was carried out by candidate under my supervision.

Signature …………………………….. Date ……………………………….

**Dr. G.A. Onyango**

**Senior Lecturer**

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University

Signature …………………………….. Date ……………………………….

**Prof. G.  Bunyi**

**Associate Professor**

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University

## DEDICATION

This Project is Dedicated to my family members for their,

Love, support and encouragement throughout the study.

# ACKNOWLEDGEMENTS

I wish to thank the Almighty God for giving me strength and wisdom to overcome the challenges which I have been encountering while trying to balance between my studies and work.

I am indebted to my supervisors Dr. G.A Onyango and Prof. G. Bunyi for providing me with academic guidance, suggestions and necessary advice that has helped me shape this work. Finally I wish to acknowledge those who assisted me in editing and typesetting this work

God bless you all

# ABSTRACT

The origin of supervision goes back to the year 1910 when a director of education was appointed for the Kenyan protectorate. The director had legal duties of organizing, supervision and inspection of protectorate schools. In 1964, the Ominde commission recommended careful selection of education supervisors. In 2002, school inspectorate department changed to quality assurance and standards and principals of schools were also empowered to do instruction supervision in their schools. This study assessed the effects of school based instructional on teacher performance. The objectives of this study were to identify supervisory practices used by principals in secondary schools, look at ways in which supervisory practices have impacted on teacher performance, find out the principals role in ensuring that teachers teach effectively and evaluate students as well as look at issues and challenges faced by principals in instructional supervision. The researcher used survey design in collecting information on principals and teachers. The study targeted all the 164 principals and 3281 teachers from all the 164 secondary schools in the 4 divisions of Mombasa District. Stratified sampling was used to choose the number of boys and girls secondary school whereas simple random sampling was used to select teachers for the study. Purposive sampling was used to select schools based on schools that record a drop in Kenya Certificate of Secondary Education (KCSE). Data was collected by use of questionnaires for head teachers, heads of departments and teachers. Prior to the actual data collection procedure a pilot study was conducted in two schools to pre-test the research instruments. Reliability of the instruments was established using the split-half technique and the spearman Rank Order correlation technique so as to determine the correlation coefficient. Data was obtained and analyzed by use of statistical package for social sciences. The findings were presented using frequencies, percentages, tables, graphs and pie-charts. The study established that the supervisory practices used by principals in secondary schools included: ensuring setting and administration of CATs and examinations and planning of important school events like academic clinics, prize-giving days. The study also established that the teachers felt that the instructional supervision practices employed by their principals were ineffective, though there were some which bore fruits. It was revealed that the supervisory practices that were effective had a positive impact on teachers' performance in relation to teaching. However, the teachers complained that the supervisory practices did not help them to grow and develop professionally. The study also established that the challenges faced by headteachers as instructional supervisors included inadequate resources due to lack of enough funds to purchase them. The study recommends that school principals should put a lot of emphasis on instructional supervision in order to establish a trend of being in command with what the teachers are doing in class; the school principals should always give teachers feedback from the supervision in order to help teachers know their weaknesses and also to polish up on their strengths in teaching; among other recommendations. The study recommends that a similar study to be carried out in a poor developed area and compare the result findings.

# TABLE OF CONTENTS

## CHAPTER ONE: INTRODUCTION

## CHAPTER TWO: LITERATURE REVIEW

## CHAPTER THREE: METHODOLOGY

## C HAPTER FOUR: FINDINGS AND DISCUSSION

**CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**APPENDICES**

# LIST OF TABLES

# LIST OF FIGURES

**ABBREVIATIONS AND ACRONYMS**

**DEO** – District Education Officer

**HoD** – Head of Department

**INSET** – In Service Training

**KCSE** – Kenya Certificate of Secondary Education

**KESI** – Kenya Education Staff Institute

**MoE** – Ministry of Education

**SAGA** – Semi Autonomous Government Agency

**TSC** – Teachers Service Commission

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the study

Instructional supervision is assistance given to teachers for the improvement of instruction, which is a process that engages teachers in instructional dialogue for the purpose of improving teaching and learning and promoting student achievement (Glanz, 2006). Alfonso, Firth and Neville (1981) define instructional supervision as 'behaviors designated by the school that affects teacher behavior to facilitate student learning and achieve the goals of the school". The roles of instructional supervisors in schools include guiding, directing, coordinating, budgeting, advising, evaluating, supporting in-service of teachers and providing pleasant, stimulating environment in which teachers will want to work and feel secure (Musaazi, 2002). The outcome of these functions is seen through improved teaching and learning process that translates into improved academic performance.

Supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance (Patrick & Dawson, 1985). Patrick and Dawson describe the classroom performance of a teacher as implementing curriculum, planning, classroom management, and instructional techniques. Sergiovanni & Starratt (1998) view supervision as a focus for improving teacher's knowledge, skills, and abilities to make informal decisions and problem solve effectively. The intent of educational supervision is to assist teachers in improving instruction (Hoy & Forsyth, 1986). Supervisors in educational organizations have individual goals for improvement and the purpose of instructional supervision is to achieve those specified goals.

Successful supervision promotes a vision to implement change in organizations that facilitate improvement (Sergiovanni & Starratt, 1998; Collins, 2001).

In secondary schools, the principal acts as an instructional leader. Contemporary educational reform places a great premium on the effective instructional leadership and management of schools. The logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning. Effective instructional leadership is generally recognized as the most important characteristic of school administrators (Hoy & Hoy, 2009). According to Lezotte (2001) instructional leadership is one of the correlates of effective schools. Effective instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school, the principal and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students (Lezotte, 2001).

Effective instructional leadership has been shown to result in school improvement and effectiveness (Lezotte, 2001). The indicators of schools having effective instructional leaders have been shown through research to include factors like teacher morale and satisfaction (MacNeil, 1992), teacher self-efficacy (Lubbers, 1996), school and organizational culture (Reid, 1987), teacher effectiveness and time on task (Watkins, 1992), and improved academic performance (Wilson, 2005). Consequently, considering the heavy investments put on education, it is important for school managers to ensure there is in place strong instructional leadership.

According to Pratt (1994), the "school shapes the social life, the self-concept and the occupational future of the youth." This explains why nations invest large sums of money in education. Developed countries provide free primary and subsidized secondary education. Lockhead and Verspoor (1991), supports the value of education by stating that "adults with higher levels of education have better paying employment, higher individual earnings and greater agricultural productivity". Professor George Saitoti, minister of education, while opening the National Education supervision in Nairobi 2003 stated "education is a catalyst for national development because it enhances the development of appropriate skills, attitudes and imparts values, all that enhances integrity and expertise for production" (MoEST, 2003)

The objectives of secondary education are to provide learners with the opportunity to: acquire knowledge, skills and attitudes for the development of self and nations; build a firm foundation for further education; develop the ability to inquire, critical thinking and rational judgment; and identify individual talents and develop them (MoE, 2003). In an effort to achieve these objectives, MoE gives support to education by providing financial and material resources for teacher training programmes, teacher salaries, supervision and inspection of schools to ensure that the environment is appropriate for learning. One of the means of evaluating academic achievement is through examination results. MoEST (2003) observes that internationally, candidates' scores in examinations are accepted as proxy of achievement in education. Kyalo (1992), states that "the certificate awarded to successful candidates certifies that the candidate has fulfilled the requirements of the examining board and his/her attainment compares favorably with that of a similar cohort elsewhere"

In the Kenya situation according to Olembo (1992), and Okumbe (1998), the complex work of headteachers as instructional supervisors is categorized into the following areas: planning, staffing, organizing and controlling, co-ordination, influencing and motivating, consulting and communicating, and evaluating. Planning involves determining the objectives of the school and the most effective means of achieving the set objectives. Staffing involves obtaining qualified and competent teachers and developing them into good and efficient workers through staff development.

Organizing/Coordination involves the division of work and assignment of duties to teachers in different departments according to their expertise and skills for effective instruction. It also involves ensuring that all departments are working harmoniously towards the achievement of set objectives (Olembo, 1992). Directing entails giving instructions, guidelines and ensuring that school rules and regulations are obeyed by both teachers and students to ensure order. Influencing denotes attempt to motivate teachers so as to realize their maximum potential. Consultation means to ask, advice, to confer, to exchange opinions and ideas, especially so that a decision can be made (Olembo, 1992).

In a Third World country such as Kenya, the need to provide quality education has been emphasized by several writers. A major factor associated with education quality relates to teacher quality. The quality of teachers is important in three main ways: it is key to the development of the principal attitudes towards learning and self-image of the learners; it determines the foundation on which subsequent learning will be built; and it is central to the improvement of the quality of schooling.

Supervision ensures that all staff respect appropriate rules, routines, procedures, and regulations to achieve set objectives. In a school setting the overall supervisor is the principal (also referred to as headteacher).Even though many scholars disagree with the assertion by Chitiavi(2002) that supervision accounts for only less than 1% in institutional performance, he agrees with Samoei(2009), Musungu(2007) and Achoka(1990) that every headteacher's dream as a supervisor is to get his school ranked among the best in national examinations. Konchar (1988) asserted that schools are bad or good, are in a healthy or unhealthy mental, moral or physical condition, flourishing or perishing as the principal is capable, energetic, of high ideals, or the reverse. They rise to fame or sink to obscurity as greater or lesser principals have charge of them. This implies that the school is as great as the principal, because everything in a school, the plant, the staff, the curriculum methods and techniques of teaching, and human relationships is a manifestation of him.

According to Shiundu and Omulando (1992) positive factors affecting quality of teachers has a role in improving quality of teaching and curriculum implementation by controlling unwanted absenteeism, negligence in lesson preparation and laxity in marking of books and feedback. They go on to assert that an effective supervisor should be a little more informed of modern methods of administration and those of teaching. It is the supervisor who is responsible for quality (Beardwell & Claydon, 2007), hence if principals played their role, there would be no quality debates. This is more so considering that Grauwe (2007) identified challenges of external supervision, particularly in Africa, to include; inadequate funds and vehicles for travel, poor supervision techniques, too many schools per officer, and time constraints. There is also conflict between their advisory and control

16

roles yielding little towards school performance and productivity due to poor human relations. Wanzare (2003) concluded that in Kenya, school inspection is merely to ensure adherence to rules and regulations, and loyalty to principals. Besides there is hardly any follow up, even by the internal supervisor on the inspectors' behalf, hence the need to re-think internal supervision as a tool for attainment of quality education in Kenya.

When a school headteacher effectively performs the above functions of instructional supervision, the school becomes effective as seen through improved performance in examinations. According to Wamai (1991), public examinations in Kenya are regarded with much reverence. Someret (1981) notes that job opportunities usually got to those with best results. Candidates scoring C+ (7 points) on the 12-points scale can advance to higher learning institutions. Places in the public universities are limited and competitive. Hence most candidates scoring C+, B- and B grades are left out during JAB (Joint Admissions Board) selection for admission to public universities.

According to Eshiwani (1983), poor performance leads to undesirable wastage through drop outs and repeaters. It also denies pupils the contribution of schooling through formal systems of education. Poor results jeopardize the students opportunities for future job placement and this reduces his/her chance of meaningful participation in national development.

Mombasa District is in the Coast Province along the coastal beach. The district has 177 secondary schools but only 164 have presented candidates for KCSE examinations. The district has good educational infrastructure and good staffing of secondary school teachers numbering 3281 according to the district staffing officer; Mombasa District

17

(2010). Despite being located on the rich Kenyan coastal region, Mombasa District KCSE performance is on the downward trend.

**Table 4.1: Mombasa District 2005-2009 best performance schools**

| Schools | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|
| **Coast Girls** | 6.853 | 6.0120 | 6.06 | 5.13 | 4.8 |
| **Allidina Visram** | 9.2403 | 9.9204 | 9.97 | 7.2077 | 6. |
| **Khamis High** | 6.7445 | 6.8818 | 7.38 | 4.8476 | 4.72 |
| **Mama Ngina Girls** | 8.333 | 10.048 | 9.51 | 8.292 | 8.03 |
| **Sheikh Khalifa** | 9.3826 | 9.6736 | 9.62 | 9.1620 | 8.834 |
| **Aga Khan High** | 7.9207 | 9.6014 | 9.29 | 7.8104 | 7.512 |
| **Memon High** | 6.9200 | 7.1475 | 7.43 | 6.667 | 5.8 |

Source – Examination officer, PDE's office Coast Province (2011)

Table 1.1 shows some of the Mombasa District best performing schools (PDE, Coast Province 2005 - 2009) from the table, KCSE performance in the district is on the downward trend.

**Table 1.5: Mombasa District Schools' position in the bottom 50 nationally in 2010 KCSE**

| School | Position | Mean |
|---|---|---|
| **Tononoka secondary** | 50 | 2.289 |
| **S.S.D sec. school** | 24 | 2.0425 |
| **Kilindini sec. school** | 22 | 2.0156 |
| **Mombasa sec. school** | 21 | 2.000 |
| **Iyale Academy** | 13 | 1.9285 |

Source – KNEC (2011)

Table 1.2 shows the position of the schools from Mombasa District appearing in the bottom 50 nationally. It should be worrying considering the financial, material investment and sacrifices made by parents, Government and the stakeholders to provide education to the children in the area.

MOE (2007) observes that lack of teaching materials, poor teaching approaches, low morale of teachers, inadequate supervision were some of the factors resulting in poor performance and dropping of education standards in the district. Provision of adequate stationary, adequate qualified and motivated staff, available infrastructural facilities and effective supervision of secondary schools would significantly lead to improved examination performance. Internal supervision in schools is carried out by principals who delegate this responsibility to deputy principals, HoS and HoD's. The principal ensures that the school recruits, selects qualified staff and avails proper orientation and placement of staff in his/her school. He /she checks whether teachers prepare schemes of work, lesson plans, give and mark students assignments, exercise books and evaluates the classroom teaching and assists his/her staff to improve their pedagogical skills.

According to Okumbe (1999), supervision is today considered as that dimension or phase of educational administration which is concerned with improving instructional effectiveness. It ensures that supervisors and the supervised discharge their duties as expected. Effective curriculum and instructional supervision is reflected through good discipline of both teachers and students. Sifuna (1975), states that "internal supervision of teachers has a role in improving the quality of teaching. Things like unwarranted absenteeism, negligence in lesson preparation and marking of books must be curbed". Performing teachers produce good results and good performance in national examinations

is a positive indicator of effective curriculum and instructional supervision. Performance in KCSE examination in Mombasa District is dropping hence the need to investigate the effect of instructional supervision by principals on teacher performance.

## 1.2 Statement of the problem

Mombasa district schools do record a drop of in their KCSE mean (DEO, Mombasa district 2011) reports also show that 5 schools from Mombasa district, are in the bottom 50 nationally (KNEC, 2011). The reason for this poor performance is not clear. Researchers have shown that academic performance is affected by a number of factors, including teachers' performance. According to MOE (2007) overloaded curriculum, lack of teaching materials, poor teaching approaches, low morale of teachers, inadequate supervision are factors resulting in poor quality education. These factors could attribute to poor KCSE results performance in Mombasa district.

The Kenya Education Amendment Act (1980) empowers the Minister of Education to promote education in Kenya. Principals, HoD's, HoS in secondary schools have been delegated responsibilities in the promotion of Education in Kenya. The principal plays roles in six task areas: student personnel, staff personnel, community relations, physical facilities management, finance and curriculum and instructional supervision. The curriculum and instruction tasks area is chosen in this study. The principal is in charge of day to day administration of the school and has the responsibility of ensuring good examination performance of students. Qualified principals can effectively carry out curriculum and instructional supervision (Effective curriculum supervision should lead to good and always better academic results in national examinations)

Previous studies in the background of the study have shown that instructional supervision is one of the causes of poor performance. This study therefore sought to establish the effects of school-based instructional supervision on teachers' performance in secondary schools in Mombasa county, Kenya.

## 1.3 Purpose of study

The purpose of the study was to investigate the effects of instructional supervisory work of principals on teacher performance in Mombasa. District secondary schools specifically the study will identify supervisory practices of the school principals and the impact on teacher performance with regard to teaching in class, preparation of schemes of work and lesson plans, marking attendance registers, records of work, setting and marking test and examinations and checking and marking student's assignments and exercises books and performance of students in KCSE examinations.

## 1.4 Objectives of the study

The study was guided by the following objectives:-

1. To identify supervisory practices used by principals in secondary schools in Mombasa and determine the extent to which they conform to the required standards.

2. To examine ways in which supervisory practices have impacted on teaching performance

3. To assess challenges faced by principals in instructional supervision

**1.5 Research Questions**

1. What supervisory practices do secondary school principals in Mombasa use?

2. What are the perceptions of teachers about instructional supervision practices employed by principals in secondary schools?

3. In what ways have supervisory practices impacted on teacher performance in relation to teaching?

4. What are the challenges faced by principals in instructional supervision?

**1.6 Significance of the study**

This study is significant because the data obtained may be useful to the Ministry of Education in establishing strategies and means of eliminating supervisory deviancies. The study may help the MoE, SAGAS like KESI, KIE and TSC in coming up with methods of training principals, and teachers to improve schools supervision to enhance academic performance in national examination.

The findings may also enable the TSC to improve the criteria for appointing secondary school principals and deputies on competitive terms to manage curriculum and instructional service delivery. The teachers of secondary schools may also get to know the instructional role of their head teachers and adjust their roles accordingly.

**1.7 Limitations and Delimitations of the study**

This study targeted curriculum and instructional supervision task area only and not other task areas like finance and business, pupil personnel, staff personnel, physical facilities and community relations task areas. There are several educational stakeholders involved

in instructional supervision in secondary schools, including the external supervisors (QASO). However, this study targets only the school principals and teachers.

The study also selected 30 secondary schools in 4 divisions in Mombasa district as a sample. There are 164 registered public and private secondary schools in Mombasa district in 2010. This study was only confined to 13 boys schools and 17 girls secondary schools whose candidates have sat for KCSE from (2005 - 2009)

The study was also limited to principals and teachers employed by TSC. Other instructional supervisors like Deputy headteachers and Heads of Departments were not involved in the study. Assessors and sponsors of private organizations like churches were also not included in this study. Also secondary schools involved in examination irregularities over a period of at least 3 years did not participate in this study.

## 1.8 Assumptions of the study

- Principals and HoD's of schools are school based instructional supervisors
- Effective instructional supervision leads to better performing teachers and so improvement in academic performance.
- All the respondents gave honest responses.

## 1.9 Theoretical framework

A number of models have been developed to explain the process of instructional supervision in schools. This study will be guided by two such models: the Instructional Supervision Model by Lucio and McNeil (1979) and the theory of Change in Teachers' Instructional Practices by Lineburg (2010). These two models are described below.

**1.9.1 Instructional Supervision Model**

According to the Instructional Supervision Model by Lucio and McNeil (1979), the instructional supervisor plays a variety of roles within certain domains, and the expertise demonstrated in the particular domains is derived from a number of bases or foundations. The model contends that the best way to explain the dimensions of supervisory behavior is in the form of a conceptual model. Figure 1.1 depicts the concept of supervision. The model shows three large domains or territories within which supervisors work (instructional development, curriculum development, and staff development) and the four primary roles of the supervisor within those domains (coordinator, consultant, group leader, and evaluator). The domains and roles rest on a foundation – the supervisor's knowledge and skills.

**Figure 1.1: Instructional Supervision Model**
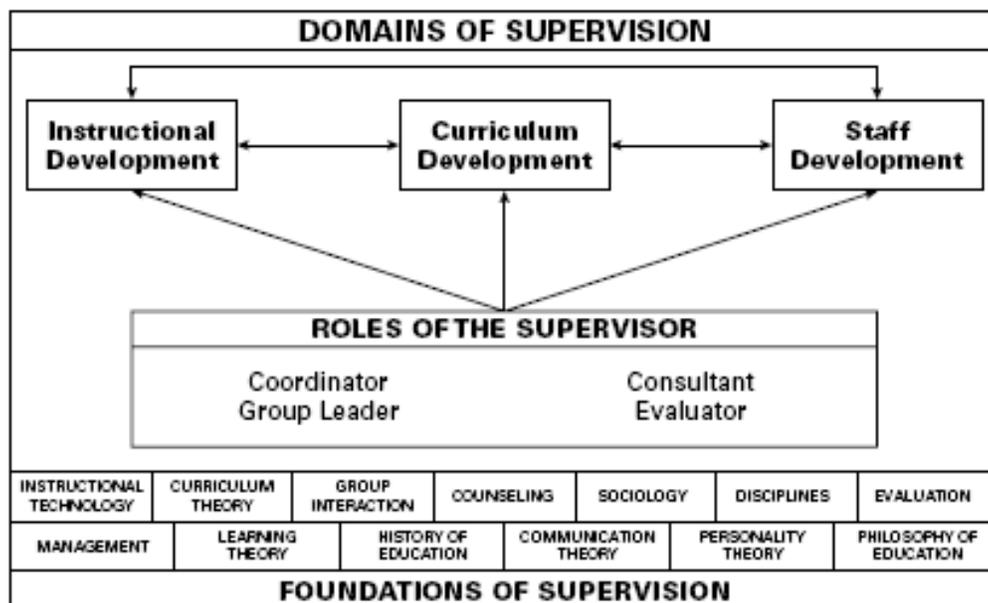


**Source**: Lucio, W. H., and McNeil J. D. (1979).

The model conveys the notion that supervision is both service-oriented and dynamic. The supervisor serves teachers dynamically by playing all or any of the roles within all or any of the domains. The two-headed arrows connecting the three domains show that all are interrelated. For example, a supervisor who works as a group leader in curriculum development (say, in mathematics) may at the same time work in the domain of instructional development (e.g., by helping teachers try out new techniques of presenting geometric concepts) and/or the domain of staff development (e.g., by conducting seminars on new techniques).

A model can clearly reveal the concepts held by the person who designs it. Thus one could take this same basic design but follow a different set of assumptions. Some people, for example, might take issue with the three domains, cut them into one or two, or expand them beyond three. They might eliminate supervisory duties in curriculum development, leaving only instructional development and staff development. They might restrict supervision to instructional development and limit it to clinical supervision. They might remove instructional development as well as curriculum development, allowing only staff development to remain (e.g., if they feel that staff development means assistance to teachers in improving both personal and professional qualities, then instructional development becomes a by-product or part of staff development). In restricting the domain of supervision to staff development alone, these people might perceive the roles of the supervisor as dual: consultant to individual teachers and consultant to groups of teachers. Some might go even further and restrict the supervisor to one role: consultant to individual teachers, or simply trusted colleague.

### 1.9.2 Theory of Change in Teachers' Instructional Practices

The theory of Change in Teachers' Instructional Practices by Lineburg (2010) is an explanation for changes that teachers make in their instruction based on influencing factors, with special emphasis on the influence of high school principals. The theory has two components of influence: (1) leadership strategies of principals and (2) other influences on teachers' classroom practices. The main interest is in the leadership behaviors of principals and how these influence the instructional practices that teachers use in their classrooms (Lineburg, 2010). The other influences are included to acknowledge that the principal is not the only influence on teacher classroom instruction. Lineburg (2010) developed the theory based on research findings, commentary literature, and personal experiences in public education. All elements of the theory are combined to form a concatenated theory as shown in Figure 1.2.

**Figure 1.2: Theory of Change in Teachers' Instructional Practices**



Principals' instructional leadership strategies
- Communicating goals
- Supervising instruction
- Promoting professional development
- Providing resources
- Providing incentives

Change in teachers' instructional practices

Teacher performance

Other Influences
- Teacher quality
- Teacher personal characteristics
- National education policies
- Building and classroom structural features
- Professional development
- Collegiality among teachers

**Source:** Adapted from Lineburg (2010), p. 9

The theory, as shown in Figure 1.2, argues that principals have an influence on teachers' instructional practices. Principals use the following leadership strategies to change teachers' instructional practices: (a) communicating goals (Blase & Roberts, 1994), (b) supervising instruction (Blasé & Blase, 1998), (c) promoting professional development (Blase & Blase), (d) providing resources (Appleton & Kindt, 1999), and (e) providing incentives (Sheppard, 1996). These factors lead to changes in teachers' instructional practices, which in turn improves their instructional performance. There are also other factors that influence change in teachers' instructional practices. These include factors such as teacher quality, teacher personal characteristics, national education policies, building and classroom structural features, professional development, and collegiality among teachers (Lineburg, 2010).

## 1.10 Conceptual Framework

The purpose of the study is to investigate the effects of instructional supervisory work of principals on teacher performance in Mombasa District secondary schools. Figure 1.3 illustrates the conceptual framework on effective instructional supervision.

**Figure 1.3: Conceptual framework**

Instructional development
- Supervising instruction
- Improving teaching methodologies

Curriculum development
- Improving curriculum implementation
- Syllabus coverage
- Providing resources

**Staff Development**
- Communicating goals
- Promoting professional development
- Providing incentives

Teacher Performance
- Academic performance

Dependent variables

Independent variables

**Source**: Researcher (2011)

The variables of the study are based on the theory of Change in Teachers' Instructional Practices by Lineburg (2010). As shown in Figure 1.3 above, as instructional leaders, school administrators are supposed to promote instructional development, which involves supervising instruction and improving teaching methodologies. Instructional leaders are also expected to facilitate curriculum development, which comprises improving curriculum implementation, ensuring syllabus coverage and providing resources. The

other role of instructional leaders is to promote staff development by communicating goals, promoting professional development, and providing incentives. These are the independent variables of the study. When principals use these strategies of instructional leadership effectively, positive changes in teachers' instructional practices are realized, which results to improved teacher performance. The indicator of teacher performance, which is the dependent variable of the study, is improved academic performance.

**1.11 Definition of Terms**

**Curriculum** - The total learning experiences both planned and unplanned which a student undergoes under the auspices and guidance of school teachers.

**In-service courses** - The activities designed for the purposes of improving, expanding and renewing the skills, knowledge and abilities of both trained and untrained teachers.

**Inspection** - Checking whether all duties are done and records kept in all areas of instruction as stipulated in the Teachers Service Commission (T.S.C) code of regulations for teachers.

**Instructional Supervision -** It includes all activities concerned with maintaining, improving and increasing the effectiveness of teaching/learning by working with teachers and students. It is a process of stimulating professional growth and means of helping teachers and students to help themselves.

**Instructional supervisor** - Person charged with overseeing the teaching/learning process in the school. It is usually headteacher.

**Perception** – View or opinion of teachers with regard to instructional supervision practices

**Teacher Performance** - extent to which teachers meet their job related goals and objectives.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter presents a review of literature related to the study. The chapter covers literature on instructional leadership and school effectiveness, instructional supervision and teacher effectiveness, instructional supervision and teacher improvement, and issues and challenges facing instructional supervision.

## 2.2 Instructional Leadership and School effectiveness

The effectiveness of schools in educating students is highly dependent upon the presence and nature of multi- level leadership within the individual school. While principals are formally required to lead of the school, leadership is not the sole province of the principalship. Indeed most schools are characterized by a combination of formal and informal leadership as evidenced by teachers assuming responsibility for particular tasks and programs. Although instructional leadership of schools is a complex phenomenon, the outcomes of successful school leadership are readily identifiable. These outcomes centre upon the quality of pedagogy provided by teachers and the engagement of students in learning. Pedagogic change is difficult (Planning & Evaluation Service, 2000) and as Stigler and Hiebert (1999) noted, teachers tend to replicate the culture and pedagogy of their personal experiences at school, as students.

The relationship between effective teaching and effective instructional leadership is reinforced in the vital role of school culture. Among the numerous definitions of school culture, Deal and Peterson (1990) and Schein (1985) affirm that school culture refers to

31

the deep patterns of values and beliefs and traditions that have been formed over the course of the school's history and which are understood by members of the school community. Peterson (2002) suggests that culture is built within a school over time as school instructional leaders, teachers, parents and students work together. It is the school culture that often influences the staff development and professional growth that takes place within a school. Fullan and Steiglebauer (1991) contend that the key to successful change is not only a change in organizational structure but also more importantly a change in the culture. A positive school culture may have a significant influence on the academic and social success of the students within schools (Squires & Kranyik, 1996). When a school exhibits characteristics of a positive school culture, there are fewer suspensions, increased attendance rates, and increased achievement on standardized test scores (Becker &Hedges 1992).

Previous studies have shown that effective schools are characterized by strong instructional leadership (Lezotte, 2001). Day et al's (2000) study in England identified twelve effective schools, concluding that one common characteristic of these schools was a strong instructional leadership.  The study revealed that these schools had effective headteachers who constantly worked at helping individuals develop, continually work at enhancing relationships in the school and between the school and community, and maintain a focus on goal and program coherence. Similarly, Leithwood et al's (2004) study in Canada revealed that effective school leaders spend their time developing people, building commitment to change, creating the conditions for growth in teachers, and relating to outside forces while continually acquiring and targeting resources. These are qualities of effective instructional leaders. In the same vein, Sebring and Bryk's

(2000) research in Chicago reform shows that school leadership is a determining factor in school success. School heads lead the charge in focusing on instruction, school-wide mobilization of resources and effort with respect to the long-term emphasis on instruction, and above all they attack incoherence.

## 2.3 Instructional Supervision and Teacher Effectiveness

Instructional supervision by principals can affect classroom instruction. Principals can use classroom observations and informal visits to the classroom to see what teaching strategies are being used and assess their effectiveness. They can then use instructional supervision to talk with teachers about classroom objectives and instructional methods. Supervision has been defined as, all efforts to monitor teacher performance (Duke, 1987). It includes principals observing teachers in the classroom, conducting instructional supervision, and using professional development for classroom improvement. Supervision provides a way for principals to monitor instruction (Hallinger & Murphy, 1985). Principals use classroom visits to make sure teachers are complying with the instructional goals of the school (Hallinger & Murphy, 1985).

Instructional supervision with teachers have an effect on teacher classroom instruction (King, 1991). Blase and Blase (1998) found that teachers believe good principals use five strategies during instructional supervision: (a) making suggestions for instructional improvement, (b) giving feedback on classroom observations, (c) modeling good instruction, (d) using inquiry to discover what teachers think, and (e) soliciting advice and opinions from teachers. These strategies positively affected teachers by increasing their use of reflectively informed instructional behaviors, which referred to teachers

taking more risks in the classroom by using different instructional strategies and placing more emphasis on instructional planning (Blase & Blasé, 1998).

Instructional conferences with principals influenced teachers to implement higher-order thinking skills in their lessons for high school social studies students (King, 1991). In follow-up discussions with teachers in which they both analyzed a lesson, principals encouraged teachers to use more pedagogy that focused on higher-order thinking skills. Consequently, teachers moved away from more traditional types of pedagogy such as direct instruction (King, 1991). These supervisory behaviors created a climate at the school in which teachers openly discussed and critically thought about instructional issues related to higher-order thinking skills (King, 1991).

Visiting classrooms is a supervision strategy that positively affects teachers (Blase & Roberts, 1994). In this strategy, principals use informal visits to classrooms to learn what teachers are doing, to assess whether sound instruction is being delivered, and to interact with teachers (Hallinger & Murphy, 1985). Blase and Roberts (1994) noted that visibility was related to using new teaching strategies, considering different teaching techniques to address the needs of students, and increasing levels of instructional time on task. They believed that visibility had these effects on teachers because of increased interaction, feelings of trust, feelings of respect, and more opportunities for teachers to express themselves.

Blase and Blase (1998) added to the findings of Blase and Roberts (1994). They found that visibility in the school by walking around and informally visiting classrooms was related to increased use of reflectively informed behaviors and good teacher behavior.

34

Some behaviors of principals were found to have a negative effect on teachers (Blase & Blase, 2004). These behaviors included discounting teachers' needs, isolating teachers, withholding resources from teachers, spying on teachers, overloading teachers, criticizing teachers, threatening teachers, giving teachers unfair evaluations, and preventing teacher advancement. Blase and Blase found that teachers felt their creativity was limited by these behaviors. Teachers stated that they could not be instructional risk takers and relied on traditional teaching methods because of a lack of support from their principal (Blase and Blasé, 2004).

## 2.4 Instructional Supervision and Teacher Improvement

Promoting teacher improvement and professional development is the most common principal leadership behavior found by researchers to have a positive effect on teacher classroom instruction (Desimone, Porter, Garet, Yoon, & Birman 2002; Johnsen, Haensly, Ryser, & Ford 2002). Professional development is thought to be a key to improving teacher instruction (Elmore & Burney, 1999). Instructional leaders are responsible for providing teachers with quality professional development (Desimone, Smith, & Ueno, 2006). Principals accomplish this through alerting teachers to professional development opportunities and organizing in-service activities at their schools that focus on specific instructional goals (Hallinger & Murphy, 1985). Principals promote professional development by using supervisors and colleagues to train teachers on instructional strategies, giving teachers time for independent studies, and using external sources such as college courses, district-level workshops, and consultants who are experts in a particular area (Duke, 1987).

The promotion of teacher improvement and professional development by principals increases teachers' use of higher-order instructional strategies when they receive professional development on a particular strategy (Desimone et al., 2002). Higher-order instructional strategies involved teaching in non-traditional ways and were found to increase the learning capacity of students (Desimone et al., 2002). Principals were perceived by teachers to improve writing instruction by providing staff development on teaching the writing process (McGhee & Lew, 2007).

A significant relationship was found by Sheppard (1996) between principals promoting professional development and teacher willingness to try new and various instructional ideas in the classroom. The promotion of professional development by principals increases teachers' use of reflectively informed behaviors, including innovative ideas and instructional risk-taking (Blase & Blase, 1998). Blase and Blasé (1998) provided a list of strategies principals used to promote teacher improvement that increased teachers' use of reflectively informed behaviors: (a) emphasizing the study of teaching and learning, (b) supporting collaboration among educators, (c) developing coaching relationships among educators, and (d) applying principles of adult learning to staff development.

Principals supporting and encouraging participation in professional development activities influence teachers to change their classroom practices to meet the needs of gifted students (Johnsen et al., 2002). These professional development activities included training from a private organization on how to change the curriculum to meet the needs of gifted students. Principals actively encouraged teacher participation in these professional development activities, and this support motivated teachers to continue participating (Johnsen et al., 2002). King (1991) found that the participation of principals

36

in curriculum work with teachers was a key to the implementation of higher-order thinking skills by these teachers.

## 2.5 Issues and Challenges Facing Instructional Supervision

A number of problematic areas exist regarding the principal's role in the successful implementation of instructional supervision. For example, in a study conducted in California and subsequently replicated in the state of Arizona, Painter (2000) found that the top barrier perceived by principals as the most significant to effective instructional supervision was time needed to complete the process. In the Kenyan situation, secondary school principals have reported being overworked, and this could influence their effectiveness in instructional supervision.

In addition to the lack of time to effectively implement instructional supervision, researchers also cite the desire by school principals to avoid conflict as a significant barrier towards instructional supervision. According to Bridges (1992), the desire by principals to avoid interpersonal conflict is caused by both personal and situational factors. Further, Bridges states that the most significant factor that leads to ineffective instructional supervision is the personal factor to avoid conflict and unpleasantness. Bridges, (1992) states that conflict is unavoidable due to the fact that it is a by-product of criticism that accompanies the performance appraisal of teachers. Consequently, principals can indirectly cause the ineffective implementation of instructional supervision due to their desire to avoid criticizing teachers through their appraisals of teachers' performance.

Other problems with instructional supervision are cited in the literature. According to Painter (2000), these problems mainly relate to structural aspects of effective implementation. Tucker (1997) found that other barriers included lack of time and support for the building administrator, personality characteristics of the instructional leader, and lack of financial support for all phases of the process.

Another challenge cited in the literature as a significant barrier towards effective instructional supervision is the lack of principals' preparation through training. Two studies cite the lack of administrator training and weak university preparation programs as two significant barriers towards effective instructional supervision. A group of Rand researchers noted that the knowledge and skill of the evaluators is crucial to good instructional supervision. Yet Poston and Manatt (1993) found administrator competency in evaluation to be moderate at best. Furthermore, Hunter (1988) affirms that principals still have not had the opportunity to learn how to either supervise (help) or evaluate a teacher: an indictment of our universities, many of whom still do an inadequate job of preparing principals for either professional responsibility.

In Kenya, school administrators are appointed without prior training on issues like instructional supervision. Based on their research in Kenya, Herriot, Croosley, Juma, Waudo, Mwirotsi and Kamau (2002) concluded that many headteachers are identified as leaders in schools on the basis of dubious qualifications often of a personal nature rather than relevant experience and proven skills in the field of management. Furthermore, induction programmes for school headteachers in Kenya have been termed inadequate. For instance, Wanzare and Ward (2000) point out that in Kenyan schools, new headteachers often face several problems associated with inadequate induction, undefined

professional expectations, a sink-or swim attitude and culture shock. These issues could present challenges for effective instructional supervision in schools.

## 2.6 Summary

The literature review presented in this section shows that instructional leadership promotes school effectiveness as measured through academic performance as well as teacher motivation and focus on school instructional objectives. In general, effective schools are characterized by strong instructional leadership (Lezotte, 2001). The literature reviewed also shows that effective instructional supervision leads to teacher effectiveness. It has emerged that instructional supervision has an effect on teacher classroom instruction (King, 1991) and promotes use of different instructional strategies and placing more emphasis on instructional planning (Blase & Blasé, 1998). Instructional leadership has also been shown to improve instructional supervision and teacher improvement, through professional development of teachers. However, the review also shows that in the case of Kenya, there are a number of challenges facing instructional supervision. As revealed by Herriot, *et al.* (2002), many headteachers in Kenya are identified as leaders in schools on the basis of dubious qualifications often of a personal nature rather than relevant experience and proven skills in the field of management. This means that they may not have the necessary skills for effective instructional leadership. In addition, as pointed out by Wanzare and Ward (2000), novice headteachers in Kenyan schools do not receive adequate induction, which could hinder their effectiveness in instructional supervision. These challenges could be the reason why secondary schools in Kenya, especially those in Mombasa, perform poorly in examinations. There are however no empirical Kenyan studies on this, and especially on the role of instructional

supervision on teacher performance. Consequently, this study investigated the effects of

instructional supervisory work of principals on teacher performance in Mombasa District

secondary schools.

# CHAPTER THREE

# METHODOLOGY

## 3.1 Introduction

In this chapter, details on how the study was conducted were presented. This chapter is divided into 10 sections: research design, location of the study, population of the study, sampling design, research instruments, validity, reliability and piloting, data collection procedure and data analysis plan.

## 3.2 Research design

The study used a survey design with the aim of establishing the effect of instructional supervision practices on teacher performance in secondary schools in Mombasa District. The researcher summarizes, presents and interprets information for the purpose of clarification (Borg and Gall, 1989). Orodho (2005), states that survey research deals with incidence, distribution and interrelation of educational variables. A survey design is used in collecting data by interviewing or administering a questionnaire to a sample of individuals. The choice of the survey research design is based on the fact that the variables in the study cannot be actively manipulated and that the participants cannot be randomly assigned to treatment conditions.

## 3.3 Location of study

The study was carried out in Mombasa District. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants.  Mombasa district was selected because it is easily accessible to the researcher. Another reason for choice of Mombasa district is because of its poor performance and more so, the worrying downward trend in

KCSE results. Mombasa district is endowed with several natural resources, good road network and school physical infrastructure is fairly adequate. This study covered secondary schools that have had candidates sitting for KCSE examinations at least once.

## 3.4 Target population

The target population for this study comprised of all the secondary schools in Mombasa district. The ministry of education statistics in the DEO's office Mombasa district, show that there are 164 public and private secondary schools registered in the district. More specifically, the study target population was all secondary school principals and teachers in Mombasa district.

### 3.4.1 Schools

In Mombasa County, there are 164 schools categorized into 49 public and 115 private schools, of which 95 are girl's schools and 69 are boy's schools. All these are district schools except two, Shimo-La-Tewa (boys) and Mama Ngina (girls) which are provincial schools.

### 3.4.2 Respondents

The study targeted all the 164 principals and teachers in all the secondary school in Mombasa District.

## 3.5 Sample and sampling design

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985) The sample size for any study largely depends on the type of research design adopted. According to Gay (1981), 10 – 20% of the accessible population is adequate; the bigger the sample the better, since it enables the

researcher to be confident, brings out salient characteristics of accessible population to an acceptable degree.

### 3.5.1 Schools

The sample for this study comprised of 30 secondary schools, among them 12 boys' and 18 girls' schools. Secondary schools were selected through stratified sampling based on the category of schools and purposive sampling as the researcher targets the school that records a drop in performance.

### 3.5.2 Sample population

All the principals in the 30 sampled schools were part of the sample as well as 90 teachers from the 30 secondary schools constituted the sample for the study. The 90 teachers in the sampled schools were selected through a lottery random sampling method. According to Gay (1976), random sampling technique is used to select a sample because it gives members of the population equal chances of being included in the sample resulting to an unbiased sample.

**Table 6.1: Target population and sample matrix**

| Category of respondents | Target population (N) | Sample size (n) |
|---|---|---|
| Principals | 164 | 30 |
| Teachers | 3281 | 90 |

**3.6 Research instruments**

The main tools of data collection for this study were questionnaires. The questionnaires were used for data collection. A questionnaire offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously, it gives respondents freedom to express their views or opinion and also to make suggestions, it provides the investigation with an easy accumulation of data, and it is also anonymous, such that, anonymity helps to produce more candid answers than is possible in an interview (Gay, 1992). Two sets of questionnaires two used one for headteachers and one for teachers. The questionnaires are described below.

**3.6.1 Instructional supervision questionnaires for principals**

The questionnaires for principals consisted of questions asking for personal details from principals in section (i) and in section (ii) questionnaire consisted of questions related to curriculum and instructional supervisory functions. The questions were designed to help collect data about various issues concerning instructional supervision in order to understand the principal's effect on teacher's performance as the teachers execute instructional supervisory functions.

**3.6.2 Instructional supervision questionnaires for teachers**

The questionnaires for teachers comprised of questions that sought personal details from teachers in section (a) and in section (b) consisted of questions relating to instructional supervisory functions. The questionnaire was designed to collect data about teachers' effectiveness and performance as assistant to their principals in supervision.

## 3.7 Validity and reliability of the research instruments

### 3.7.1 Validity of instruments

Validity is the degree to which test measures what is supposed to measure (Gay 1992). Orodho (2005) defines validity as the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Validity checks whether research instruments are doing what they are intended to do. The research instruments should be able to depict what is measuring and what it is supposed to measure.

Shiundu (2005) defines content validity as the degree to which the instruments logically measures the intended variable. For the purpose of this study, the researcher designed questions probing the respondents to give their views on education supervision, their qualifications, experience, syllabus coverage, in-service courses attended and teacher evaluation by the principals. These are the main determinants of effective instructional supervision and teacher performance. The questionnaire instruments were then submitted to my supervisors who are experts in the Department of Educational Administration, Curriculum and Policy Studies. My supervisors scrutinized the details of the instruments; gave their views which were incorporated during the pilot study.

### 3.7.2 Reliability of the instruments

The reliability of the study addressed the similarity of the results through repeated trials. Reliability is the degree to which a question consistently measures (Gay 1992). Mugenda (1999) defines reliability as the measure to which research instrument yields consisted results after repeated trials.

The identified problems were supplied with the instruments and were scored manually by the researcher for the consistency of results. The responses were analyzed after which two week period was allowed to pass before the same treatment to be applied to the same respondents and analysis done. The results were recorded accordingly.

### 3.7.3 Piloting

Before data collection, the researcher pre-tested all research instruments i.e. pilot study. The researcher conducted a pilot study with a small representative sample which did not take part in the actual study. Questionnaires were piloted in at 3 secondary schools, 1 boy's secondary school, 1 girl's secondary school and one private school in Mombasa district. The schools to be selected in the district are assumed to have similar characteristics with the rest of the schools to be studied.

Piloting was carried out to ascertain clarity and sustainability of the language to be used, ensure relevance of items and gauge the appropriateness of the questionnaires. Furthermore, expert opinion from my supervisor helped check on the content and constant validity of the instruments.

### 3.8 Data collection procedure

The researcher ensured that the research instruments were complete and readily available. The questionnaires were free of error, the number of copies also adequate. Data collection was done by the researcher. The researcher obtained a permit and visited DEO Mombasa County to seek permission to visit the secondary schools. The researcher visited the sample secondary schools to inform the head teacher about the study and issue questionnaires to teachers. The researcher ensured that all questionnaires were returned on time for data analysis.

### 3.9 Data analysis plan

This study used descriptive statistics to collect quantitative data. The (SPSS) Statistical Package for Social Sciences was used to analyze the quantitative data. Coding was done and the data from completed questionnaires was entered on the SPSS version. According to Orodho (2005), SPSS is convenient in managing and analyzing large amounts of data. The data were edited so as to ensure completeness of responses and descriptive statistics such as mean, mode and median. According to Gay (1976), the commonly used method in reporting descriptive survey is to use frequency distribution, calculating the percentages and tabulating them properly. The following steps were followed in the data analysis.

- Break down of responses from head teachers and teachers.

- Categorizing questionnaire responses on:

(i) Performance on curriculum and instruction supervisory functions

(ii) Teachers' responses on whether supervisory functions were carried out by head teachers and QASOs

(iii) General information about respondents and their schools

Data was arranged showing occurrence of the different responses to open ended questions. Data from open – ended questions was extracted and categorized. Tallies were marked against each category and their frequencies recorded. Descriptive statistics using mainly frequencies and percentages were used to discuss findings.

# CHAPTER FOUR

# DATA ANALYSIS AND DISCUSSION

## 4.1 Introduction

This chapter presents data analysis and discussion of the study findings. The purpose of the study was to investigate the effects of instructional supervisory work of principals on teacher performance in Mombasa. The study addresses the following research questions:

1. What supervisory practices do secondary school principals in Mombasa use?

2. What are the perceptions of teachers about instructional supervision practices employed by principals in secondary schools?

3. In what ways have supervisory practices impacted on teacher performance in relation to teaching?

4. What are the challenges faced by headteachers as instructional supervisors?

Each of this research questions is addressed in this chapter, but first demographic information of the study participants is presented.

## 4.2 Demographic Information

The study targeted 90 teachers and 30 principals giving a total of 120 participants, all of whom participated in the research. All the 120 questionnaires distributed were returned, which is a questionnaire return rate of 100%.Out of the 90 teachers who participated in the study, 55(61.1%) were females while 35(38.9%) were males. On the other hand, out of 30 principals 18 (60.0%) were males while 12 (40.0%) were females. Table 4.1 shows the respondents' age.

**Table 4.1: Age**

| Age | Principals | | Teachers | |
|---|---|---|---|---|
| | **f** | **%** | **f** | **%** |
| Below 25 years | 0 | 0.0 | 1 | 1.1 |
| 26-30 years | 0 | 0.0 | 6 | 6.7 |
| 31-35 years | 3 | 10.0 | 14 | 15.6 |
| 36-40 years | 10 | 33.3 | 39 | 43.3 |
| 41-45 years | 15 | 50.0 | 27 | 30.0 |
| Over 45 years | 2 | 6.7 | 4 | 4.4 |
| **Total** | **30** | **100.0** | **90** | **100.0** |

Table 4.1 shows that 83.3% of the principals and 73.3% of the teachers were aged between 36 − 45 years. This shows that majority of the respondents were in their mid-ages. Additionally, teachers and principals give their academic qualifications where majority of them indicated that they had Bachelor in education qualifications. This shows that they were adequately educated.

Table 4.2 shows teacher and principals' experiences

**Table 4.2: Work experience as a principal/teacher**

| Work experience | Principals | | Teachers | |
|---|---|---|---|---|
| | **f** | **%** | **f** | **%** |
| Below 5 years | 1 | 3.3 | 7 | 7.8 |
| 6-10 years | 12 | 40.0 | 42 | 46.7 |
| 11-15 years | 11 | 36.7 | 20 | 22.2 |
| 16-20 years | 6 | 20.0 | 18 | 20.0 |
| Over 21 years | 0 | 0.0 | 3 | 3.3 |
| **Total** | **30** | **100.0** | **90** | **100.0** |

As shown in Table 4.3 majority (76.7%) of the principals indicated that they have been in headship for 6 – 15 years while (68.9%) of the teachers also indicated that they have been in the teaching profession for a similar period. This implies that most principals and teachers had served in the teaching profession long enough and were aware of the relationship between instructional supervision and academic performance.

## 4.3 Supervisory practices used by principals in secondary schools

The first research question was to identify supervisory practices used by principals in secondary schools in Mombasa .To address this question, principals were asked to state on a 4-point Likert scale ranging from always to never, the extent to which they engage in various instructional supervisory practices. The extent to which principals engaged in instructional supervision was measured at three levels: curriculum implementation, curriculum evaluation, and structured learning opportunities. The results for each of these areas are presented next.

### 4.3.1 Supervision of curriculum implementation

Table 4.3 shows the self-ratings of principals on the extent to which they engage in various activities related to supervision of curriculum implementation.

**Table 4.3: Supervisory practices used by principals in curriculum implementation**

| Supervision in Curriculum Implementation | Always | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Planning of important school events like academic clinic, price-giving day. | 28 | 93.3 | 2 | 6.7 | 0 | 0.0 | 0 | 0.0 |
| Creating an environment of respect and rapport | 23 | 76.7 | 7 | 23.3 | 0 | 0.0 | 0 | 0.0 |
| Ensuring setting and administration of CATs and examinations | 22 | 73.3 | 8 | 26.7 | 0 | 0.0 | 0 | 0.0 |
| Improving teaching methodologies | 20 | 66.7 | 10 | 33.3 | 0 | 0.0 | 0 | 0.0 |
| Designing instructional goals that reflect high standards and expectations for students | 19 | 63.3 | 11 | 36.7 | 0 | 0.0 | 0 | 0.0 |
| Demonstrating knowledge of resources | 15 | 50.0 | 15 | 50.0 | 0 | 0.0 | 0 | 0.0 |
| Co-coordinating the maintenance of students performance records in the departments | 14 | 46.7 | 15 | 50.0 | 1 | 3.3 | 0 | 0.0 |
| Ensuring the preparation of the schemes of work, records of work and lesson plans by teachers | 13 | 43.3 | 17 | 56.7 | 0 | 0.0 | 0 | 0.0 |
| Ensuring there is effective upward and downward communication | 12 | 40.0 | 18 | 60.0 | 0 | 0.0 | 0 | 0.0 |
| Selection of materials and equipments for curriculum implementation | 10 | 33.3 | 17 | 56.7 | 2 | 6.7 | 1 | 3.3 |
| Specifying the subject syllabus and interpreting the same for each class | 8 | 26.7 | 18 | 60.0 | 4 | 13.3 | 0 | 0.0 |
| Improving curriculum and library materials e.g. new text books, library books, magazines e.t.c. | 5 | 16.7 | 9 | 30.0 | 16 | 53.3 | 0 | 0.0 |
| Visiting teachers in class to supervise teaching | 4 | 13.3 | 11 | 36.7 | 15 | 50.0 | 0 | 0.0 |
| Giving guidelines on diversified curriculum | 2 | 6.7 | 5 | 16.7 | 23 | 76.7 | 0 | 0.0 |
| Inviting resource persons from outside the school community to aid in teaching. | 0 | 0.0 | 6 | 20.0 | 21 | 70.0 | 3 | 10.0 |

Table 4.3 shows that the supervisory practices most commonly used by principals in curriculum implementation are: planning of important school events like academic clinic, price-giving day (93.3%), creating an environment of respect and rapport (76.7%) ensuring setting and administration of CATs and examinations, (73.3%), improving teaching methodologies (66.7%) and designing instructional goals that reflect high standards and expectations for students (63.3%). On the other hand the supervisory practices that are rarely used are giving guidelines on diversified curriculum (76.7%), inviting resource persons from outside the school community to aid in teaching (70.0%), improving curriculum and library materials (53.3%) and visiting teachers in class to supervise teaching (50.0%).

The overall ratings of the extent to which principals engaged in supervision of curriculum implementation were computed by determining the overall scores on the scale. The results are as shown in Figure 4.1.



**Figure 4.1: Ratings on supervision of curriculum implementation**

As shown in Figure 4.3, majority (43.3%) indicated they always engaged in various curriculum implementation supervision practices. This implies that most of principals were applying supervisory practices in curriculum implementation.

**4.3.2 Supervision of curriculum evaluation**

The principals were asked to indicate self-ratings on the extent to which they engage in various activities related to supervision of curriculum evaluation. Table 4.4 shows the principals' responses

**Table 4.4: Curriculum Evaluation**

| Supervision in Curriculum Evaluation | Always | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Filing and maintenance of internal and external examinations in order to improve teaching and learning process. | 27 | 90.0 | 3 | 10.0 | 0 | 0.0 | 0 | 0.0 |
| Discussing exam results with staff members and students | 25 | 83.3 | 5 | 16.7 | 0 | 0.0 | 0 | 0.0 |
| Ensuring setting and administration of CATs and examinations | 25 | 83.3 | 5 | 16.7 | 0 | 0.0 | 0 | 0.0 |
| Co-coordinating the maintenance of students performance records in the departments | 22 | 73.3 | 7 | 23.3 | 0 | 0.0 | 0 | 0.0 |
| Holding constant review meetings in the departments | 18 | 60.0 | 12 | 40.0 | 0 | 0.0 | 0 | 0.0 |
| Involving teachers to decide on best strategies to improve teaching and learning | 13 | 43.3 | 14 | 46.7 | 3 | 10.0 | 0 | 0.0 |
| Marking assignments | 11 | 36.7 | 18 | 60.0 | 1 | 3.3 | 0 | 0.0 |
| Administering tests | 10 | 33.3 | 20 | 66.7 | 0 | 0.0 | 0 | 0.0 |
| Grading students | 10 | 33.3 | 16 | 53.3 | 2 | 6.7 | 2 | 6.7 |
| Issuing assignments/homework to students | 9 | 30.0 | 15 | 50.0 | 0 | 0.0 | 1 | 3.3 |
| Developing departmental mission in relation to school vision | 6 | 20.0 | 4 | 13.3 | 17 | 56.7 | 3 | 10.0 |
| Improve on testing skills | 1 | 3.3 | 4 | 13.3 | 19 | 63.3 | 6 | 20.0 |

Table 4.4 shows that the supervisory practices most commonly used by principals in curriculum evaluation are: filing and maintenance of internal and external examinations in order to improve teaching and learning process (90.0%), discussing exam results with staff members and students (83.3%), ensuring setting and administration of CATs and examinations (83.3%), Co-coordinating the maintenance of students performance records

in the departments (73.3%) and holding constant review meetings in the departments (60.0%). On the other hand supervisory practices rarely used by principals in curriculum evaluation are: improving on testing skills (63.3%) and developing departmental mission in relation to school vision (56.7%).

The overall ratings of the extent to which principals engaged in supervision of curriculum evaluation were computed by determining the overall scores on the scale. The results are as shown in Figure 4.2
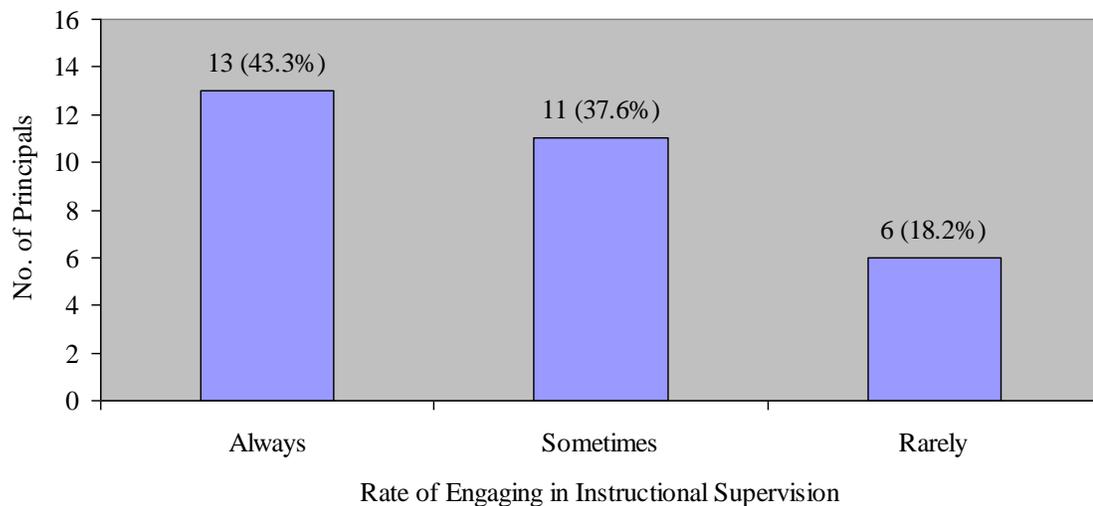


**Figure 4.2: Ratings on supervision of curriculum evaluation**

As shown in Figure 4.2, 50.0% of the principals always engaged in the various curriculum implementation supervision practices.

### 4.3.3 Principal's performance in the area of structured learning opportunities such as workshops, in-service activities or staff development programmes.

The principals were asked to give self-ratings on the extent to which they engage in various activities related to supervision of structured learning activities. Their responses are shown in table 4.5

**Table 4.5: Ratings of Principal's performance in the area of structured learning opportunities such as workshops, in-service activities or staff development programmes.**

| Area of structured learning opportunities | Always | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Providing access to materials and resource people to help implement a program after formal in-service presentations have been completed. | 20 | 66.7 | 10 | 33.3 | 0 | 0.0 | 0 | 0.0 |
| Presenting formal opportunities to learn some problems and interact with small groups or teams | 15 | 50.0 | 15 | 50.0 | 0 | 0.0 | 0 | 0.0 |
| Giving opportunities to apply and practice information or skills by direct experience during workshop or teaching situations. | 5 | 16.7 | 6 | 20.0 | 19 | 63.3 | 0 | 0.0 |
| Giving opportunities for collaborative planning for in-service activities. | 2 | 6.7 | 7 | 23.3 | 21 | 70.0 | 0 | 0.0 |
| Having in-service activities that are consistent with clearly defined goals for instructional improvement | 0 | 0.0 | 1 | 3.3 | 29 | 96.7 | 0 | 0.0 |

Table 4.5 shows that in the area of structured learning opportunities majority of the Principals engaged in providing access to materials and resource people to help implement a program after formal in-service presentations have been completed (66.7%)

and presenting formal opportunities to learn some problems and interact with small groups or teams (50.0%). On the other hand the principals indicated they rarely engage in having in-service activities that are consistent with clearly defined goals for instructional improvement (96.7%) and giving opportunities for collaborative planning for in-service activities (70.0%)

The overall ratings of the extent to which principals engaged in supervision of structured learning activities were computed by determining the overall scores on the scale. The results are as shown in Figure 4.3.
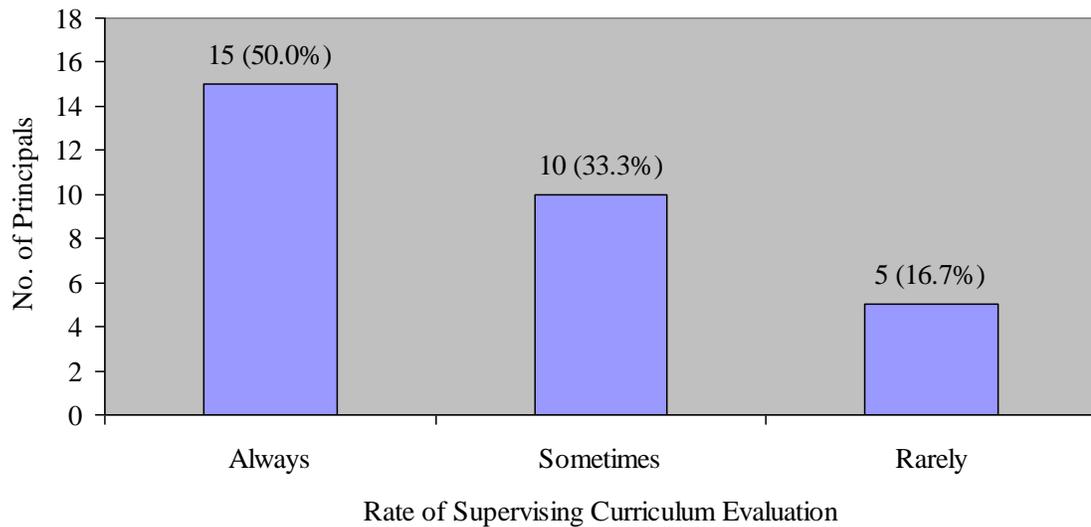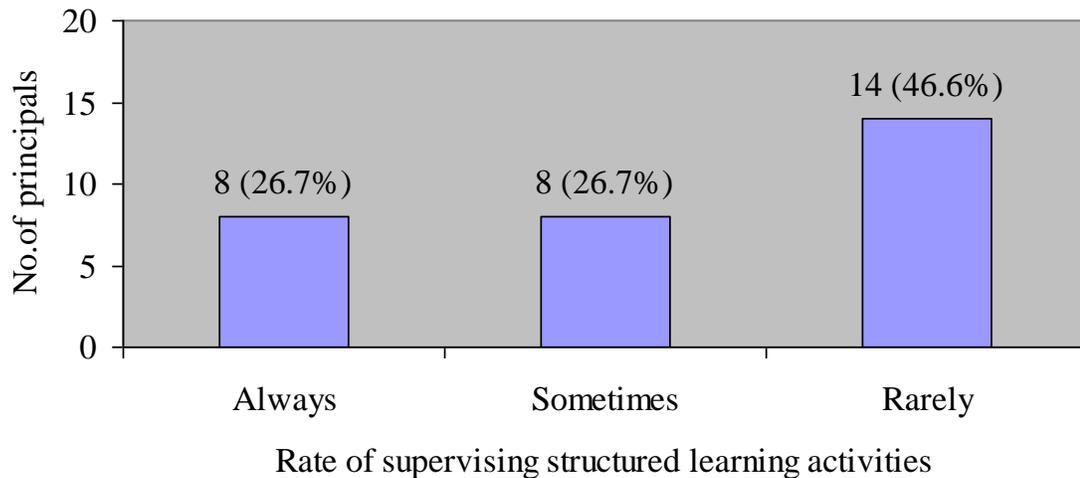


**Figure 4.3: Ratings on supervision of structured learning opportunities**

Figure 4.3 show that 46.6% of the principals rarely engaged various structured learning activities supervision practices.

**4.4 perceptions of teachers about instructional supervision practices employed by principals in secondary schools**

The second research question of the study was "what are the perceptions of teachers about instructional supervision practices employed by principals in secondary schools?" To answer this research question, teachers who participated in the study were asked to state; on a 4-point Likert scale ranging from always to never, extent to which principals use instructional practices in secondary schools. The extent to which principals engaged in instructional supervision was measured at three levels: curriculum implementation, curriculum evaluation, and structured learning opportunities. The results for each of these areas are presented next.

**4.4.1 Supervision of curriculum implementation**

Table 4.6 shows teachers perceptions on instructional supervision practices employed by principals in curriculum implementation.

**Table 4.6: Teachers' ratings of instructional supervision practices**

| Supervision in Curriculum Implementation | Always | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|
| | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** |
| Selection of materials and equipments for curriculum implementation | 54 | 60.0 | 30 | 33.3 | 7 | 7.8 | 0 | 0.0 |
| Improving teaching methodologies | 55 | 61.1 | 35 | 38.9 | 0 | 0.0 | 0 | 0.0 |
| Visiting teachers in class to supervise teaching | 50 | 55.6 | 30 | 33.3 | 8 | 8.8 | 2 | 2.2 |
| Planning of important school events like academic clinic, price-giving day. | 48 | 53.3 | 31 | 34.4 | 11 | 12.2 | 0 | 0.0 |
| Demonstrating knowledge of resources | 43 | 47.8 | 47 | 52.2 | 0 | 0.0 | 0 | 0.0 |
| Inviting resource persons from outside the school community to aid in teaching. | 42 | 46.7 | 3 | 3.3 | 45 | 50.0 | 0 | 0.0 |
| Co-coordinating the maintenance of students performance records in the departments | 36 | 40.0 | 50 | 55.6 | 4 | 4.4 | 0 | 0.0 |
| Improving curriculum and library materials e.g. new text books, library books, magazines e.t.c. | 26 | 28.9 | 15 | 16.7 | 49 | 54.4 | 0 | 0.0 |
| Specifying the subject syllabus and interpreting the same for each class | 0 | 0.0 | 25 | 27.8 | 65 | 72.2 | 0 | 0.0 |
| Giving guidelines on diversified curriculum | 14 | 15.6 | 20 | 22.2 | 56 | 62.2 | 0 | 0.0 |
| Ensuring setting and administration of CATs and examinations | 10 | 11.1 | 24 | 26.7 | 57 | 63.3 | 0 | 0.0 |
| Ensuring there is effective upward and downward communication | 10 | 11.1 | 37 | 41.1 | 43 | 47.8 | 0 | 0.0 |
| Creating an environment of respect and rapport | 10 | 11.1 | 28 | 31.1 | 52 | 57.8 | 0 | 0.0 |
| Ensuring the preparation of the schemes of work, records of work and lesson plans by teachers | 0 | 0.0 | 44 | 48.9 | 46 | 51.1 | 0 | 0.0 |
| Designing instructional goals that reflect high standards and expectations for students | 6 | 6.7 | 32 | 35.6 | 52 | 57.8 | 0 | 0.0 |

As shown in table 4.6, majority of the teachers indicated that the commonly supervisory practices used by the principals in curriculum implementation are: improving teaching methodologies (61.1%), selection of materials and equipments for curriculum implementation(60.0%), visiting teachers in class to supervise teaching(55.6%) and planning of important school events like academic clinic, price-giving day(53.3%). On the other hand the supervisory practices rarely used are specifying the subject syllabus and interpreting the same for each class (72.2%), giving guidelines on diversified curriculum (62.2%) and ensuring setting and administration of CATs and examinations (63.3%)

The overall ratings of the extent to which principals engaged in supervision of curriculum implementation were computed by determining the overall scores on the scale. The results are as shown in Figure 4.4.



**Figure 4.4: Teachers perception on rate of supervising curriculum implementation**

Figure 4.4 show that, 36.6% of the teachers reported that principals rarely engaged in the supervision during curriculum implementation practices.

### 4.4.2 Supervision of curriculum evaluation

The teachers were asked to give their perceptions on instructional supervision practices employed by principals in curriculum evaluation.  Their responses are shown in table 4.7

**Table 4.7: Curriculum Evaluation**

| Supervision in Curriculum Evaluation | Always | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Ensuring setting and administration of CATs and examinations | 62 | 68.9 | 25 | 27.8 | 3 | 3.3 | 0 | 0.0 |
| Discussing exam results with staff members and students | 60 | 66.7 | 24 | 26.7 | 6 | 6.7 | 0 | 0.0 |
| Filing and maintenance of internal and external examinations in order to improve teaching and learning process. | 34 | 37.8 | 50 | 55.6 | 6 | 6.7 | 0 | 0.0 |
| Improve on testing skills | 19 | 21.1 | 49 | 54.4 | 22 | 24.4 | 0 | 0.0 |
| Developing departmental mission in relation to school vision | 19 | 21.1 | 10 | 11.1 | 61 | 67.8 | 0 | 0.0 |
| Involving teachers to decide on best strategies to improve teaching and learning | 18 | 20.0 | 32 | 35.6 | 40 | 44.4 | 0 | 0.0 |
| Co-coordinating the maintenance of students performance records in the departments | 17 | 18.9 | 36 | 40.0 | 37 | 41.1 | 0 | 0.0 |
| Grading students and giving clear directions and preparing for transitions in the classroom | 10 | 11.1 | 30 | 33.3 | 50 | 55.6 | 0 | 0.0 |
| Holding constant review meetings in the departments | 7 | 7.8 | 65 | 72.2 | 18 | 20.0 | 0 | 0.0 |
| Checking students' homework books | 2 | 2.2 | 33 | 36.7 | 55 | 61.1 | 0 | 0.0 |

Table 4.7 shows that majority of the teachers indicated that the commonly supervisory practices used by the principals in curriculum evaluation are: ensuring setting and administration of CATs and examinations (68.9%) and discussing exam results with staff members and students (66.7%). On the other hand supervisory practices that are rarely used include: developing departmental mission in relation to school vision (67.8%), checking students' homework books (61.1%) and grading students and giving clear directions and preparing for transitions in the classroom (55.6%).

The overall ratings of the extent to which principals engaged in supervision of curriculum evaluation were computed by determining the overall scores on the scale. The results are as shown in Figure 4.5.
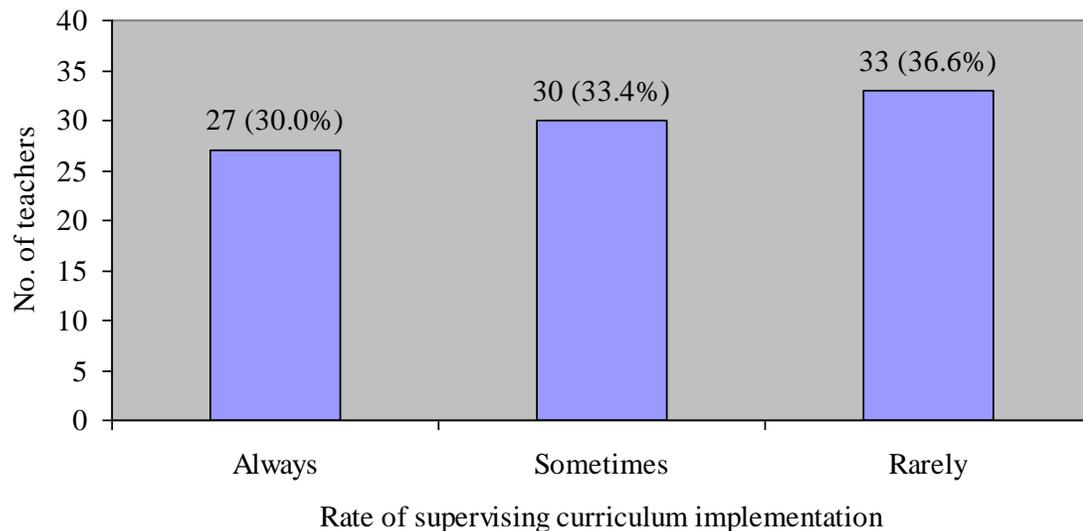


**Figure 4.5: Teachers perceptions on rate of supervising curriculum evaluation**

Figure 4.5 show that, 39.3% of the teachers indicated that the principals sometimes applied instructional supervision on curriculum evaluation.

Table 4.8 shows teachers responses on structured learning opportunities.

### 4.4.3 Teachers assessment on principals' performance on structured learning opportunities

Table 4.8 shows teachers' perceptions on instructional supervision practices employed by principals in structured learning opportunities.

**Table 4.8: Teachers perceptions on instructional supervision practiced by principals on structured learning opportunities.**

| In the area of structured learning opportunities such as workshops, in-service activities or staff development programs. | Always | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Having in-service activities that are consistent with clearly defined goals for instructional improvement | 30 | 33.3 | 21 | 23.3 | 37 | 41.1 | 2 | 2.2 |
| Presenting formal opportunities to learn some problems and interact with small groups or teams | 16 | 17.8 | 30 | 33.3 | 41 | 45.6 | 3 | 3.3 |
| Providing access to materials and resource people to help implement a program after formal in-service presentations have been completed. | 10 | 11.1 | 46 | 51.1 | 28 | 31.1 | 6 | 6.7 |
| Giving opportunities to apply and practice information or skills by direct experience during workshop or teaching situations. | 10 | 11.1 | 25 | 27.8 | 55 | 61.1 | 0 | 0.0 |
| Giving opportunities for collaborative planning for in-service activities. | 8 | 8.8 | 40 | 44.4 | 38 | 42.2 | 4 | 4.4 |

Table 4.8 shows that in the area of structured learning opportunities such as workshops and in-service activities, teachers indicated that majority of the principals engaged in having in-service activities that are consistent with clearly defined goals for instructional improvement (33.3%) while principals rarely engaged in giving opportunities to apply and practice information or skills by direct experience during workshop or teaching situations (61.1%)

The overall ratings of the extent to which principals engaged in supervision of structured learning activities were computed by determining the overall scores on the scale. The results are as shown in Figure 4.6.
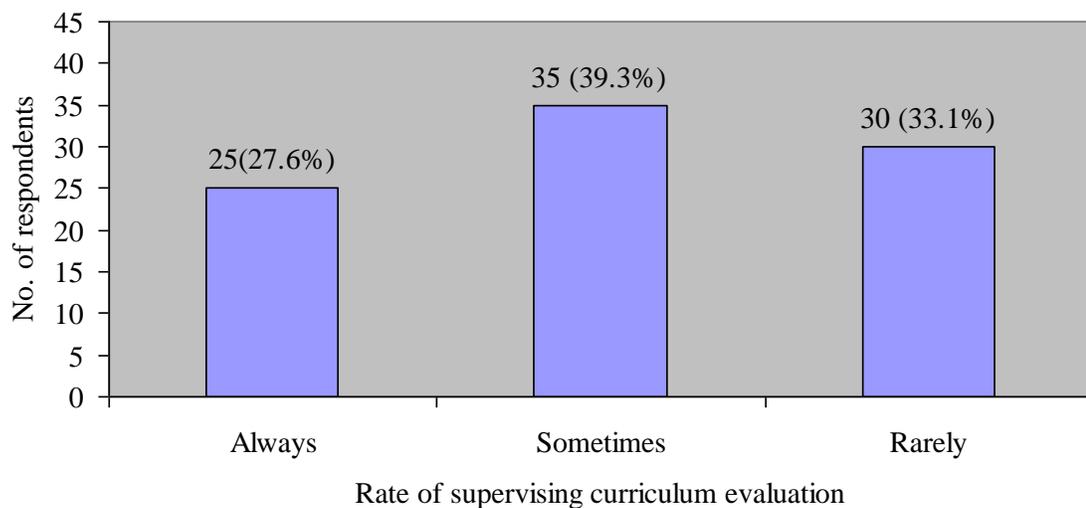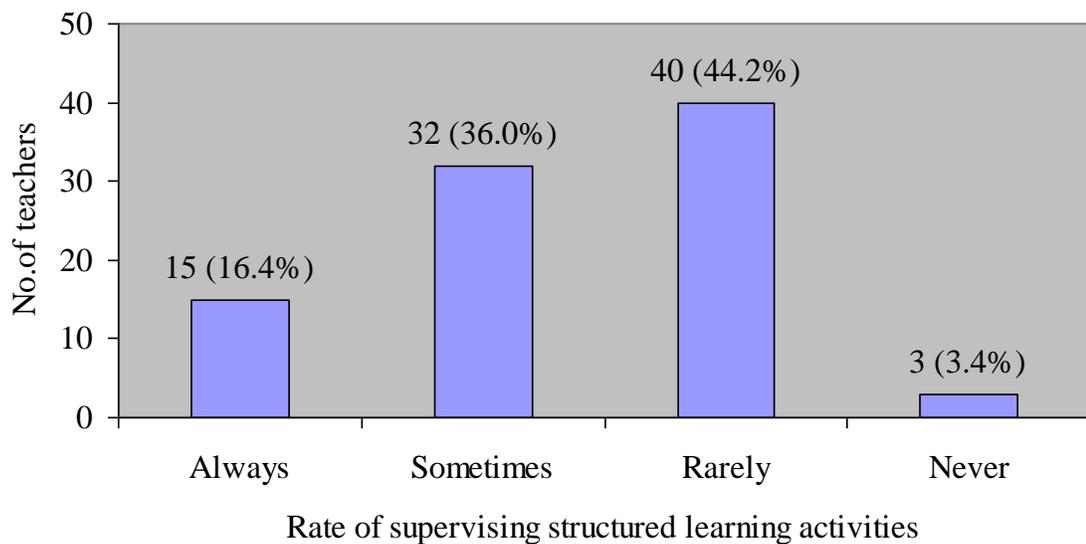


**Figure 4.6: Teachers perceptions on rate of supervising structured learning activities**

As shown in figure 4.6, 44.2% of the teachers reported that principals rarely engaged in supervising structured learning activities.

The above presented result disagreed with the previous studies which state that Instructional supervision with teachers have an effect on teacher classroom instruction (King, 1991). Blase and Blase (1998) found that teachers believe good principals use five strategies during instructional supervision: (a) making suggestions for instructional improvement, (b) giving feedback on classroom observations, (c) modeling good instruction, (d) using inquiry to discover what teachers think, and (e) soliciting advice and opinions from teachers. These strategies positively affected teachers by increasing their use of reflectively informed instructional behaviors, which referred to teachers taking more risks in the classroom by using different instructional strategies and placing more emphasis on instructional planning (Blase & Blasé, 1998).

Instructional supervision with principals influenced teachers to implement higher-order thinking skills in their lessons for high school social studies students (King, 1991). In follow-up discussions with teachers in which they both analyzed a lesson, principals encouraged teachers to use more pedagogy that focused on higher-order thinking skills. Consequently, teachers moved away from more traditional types of pedagogy such as direct instruction (King, 1991). These supervisory behaviors created a climate at the school in which teachers openly discussed and critically thought about instructional issues related to higher-order thinking skills (King, 1991).

## 4.5 Ways in which supervisory practices impacted on teacher performance in relation to teaching

The third research question was to investigate ways in which supervisory practices impacted on teachers' performance in relation to teaching. To address this research

questions, teachers were asked to rate the following statements on a 5-point Likert scale ranging from completely, to a great extent, to some extent, rarely and Never. Table 4.9 shows teachers responses on Impact of Supervisory practices on teaching performance

**Table 4.9: Teachers assessment of Supervisory practices on teaching performance**

| Statement | C | | GE | | SE | | R | | N | |
|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % |
| Monitor students' learning formatively and to allow for multiple opportunities | 50 | 55.6 | 33 | 36.7 | 5 | 5.6 | 2 | 2.2 | 0 | 0.0 |
| Maintain accurate records | 48 | 53.3 | 24 | 26.7 | 9 | 10.0 | 9 | 10.0 | 0 | 0.0 |
| Specify the subject syllabus and interpret the same for each class | 48 | 53.3 | 31 | 34.4 | 6 | 6.7 | 5 | 5.6 | 0 | 0.0 |
| Establish a culture for learning with clear expectations for students achievement | 47 | 52.2 | 25 | 27.8 | 18 | 20.0 | 0 | 0.0 | 0 | 0.0 |
| Demonstrate flexibility and responsiveness in meeting the learning needs of students | 46 | 51.1 | 40 | 44.4 | 4 | 4.4 | 0 | 0.0 | 0 | 0.0 |
| Issue assignments/homework to students | 45 | 50.0 | 45 | 50.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Improve teaching methodologies | 42 | 46.7 | 45 | 50.0 | 0 | 0.0 | 3 | 3.3 | 0 | 0.0 |
| Mark assignments | 41 | 45.6 | 48 | 53.3 | 1 | 1.1 | 0 | 0.0 | 0 | 0.0 |
| Prepare schemes of work, records of work and lesson plans in time | 40 | 44.4 | 43 | 47.8 | 5 | 5.6 | 2 | 2.2 | 0 | 0.0 |
| Contribute and actively participate in the school and its community activities | 36 | 40.0 | 50 | 55.6 | 4 | 4.4 | 0 | 0.0 | 0 | 0.0 |
| Discuss exam results with staff members and students | 36 | 40.0 | 52 | 57.8 | 2 | 2.2 | 0 | 0.0 | 0 | 0.0 |
| Improve on testing skills | 34 | 37.8 | 56 | 62.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Set and administer of CATs and examinations | 32 | 35.6 | 53 | 58.9 | 4 | 4.4 | 1 | 1.1 | 0 | 0.0 |
| Maintain students performance records in the departments | 20 | 22.2 | 53 | 58.9 | 13 | 14.4 | 4 | 4.4 | 0 | 0.0 |
| Participate in school events like academic clinic, price-giving day. | 14 | 15.6 | 17 | 18.9 | 48 | 53.3 | 29 | 32.2 | 0 | 0.0 |
| Communicate clearly and accurately | 10 | 11.1 | 15 | 16.7 | 49 | 54.4 | 16 | 17.8 | 0 | 0.0 |
| Show professionalism | 6 | 6.7 | 20 | 22.2 | 54 | 60.0 | 10 | 11.1 | 0 | 0.0 |
| Manage classroom routines and procedures efficiently without loss of instructional time | 2 | 2.2 | 22 | 24.4 | 56 | 62.2 | 10 | 11.1 | 0 | 0.0 |
| Grow and develop professionally | 0 | 0.0 | 3 | 3.3 | 33 | 36.7 | 54 | 60.0 | 0 | 0.0 |
| Invite resource persons from outside the school community to aid in teaching. | 0 | 0.0 | 2 | 2.2 | 21 | 23.3 | 67 | 74.4 | 0 | 0.0 |

**Key: C – Completely, GE - To a great extent, SE - To some extent, R - Rarely N - Never**

Table 4.9 above illustrates impact of supervisory practices on teaching performance, most teachers reported that supervision affected their teaching performances completely in the following areas: monitoring students' learning formatively and to allow for multiple opportunities (55.6%), maintaining accurate records (53.3%) and specifying the subject syllabus and interpreting the same for each class (53.3%). On the other hand, 60.0% of the teachers reported that supervisory practices rarely helped them to grow and develop professionally. This implies that instructional supervision had a great impact on teachers' teaching performances which in turn improve students' academic performances.

The overall ratings of the extent to which supervisory practices impacted teacher teaching performances were computed by determining the overall scores on the scale. The results are as shown in Figure 4.7.
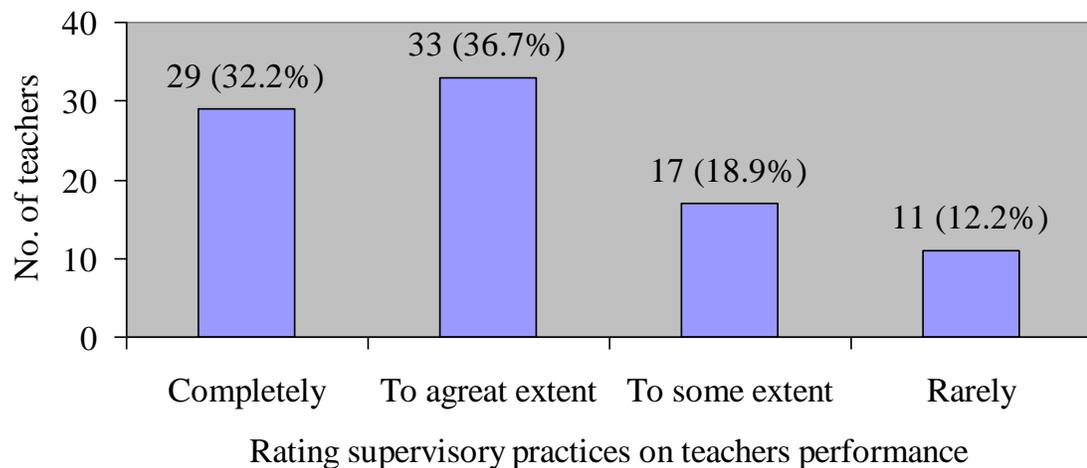


**Figure 4.7: Impact of supervisory practices on teachers' performance**

As shown in Figure 4.7, 36.7% of the teachers reported that supervisory practices affected their teaching performances to a great extent.

In general despite the fact that teachers' perceptions about instructional supervision employed by principals in secondary schools contradicts with principals' response, the result presented above implies that supervisory practices had a positive impact on teachers teaching performances.

Figure 4.8 shows teachers' rating of academic performance as compared to other schools in the country.
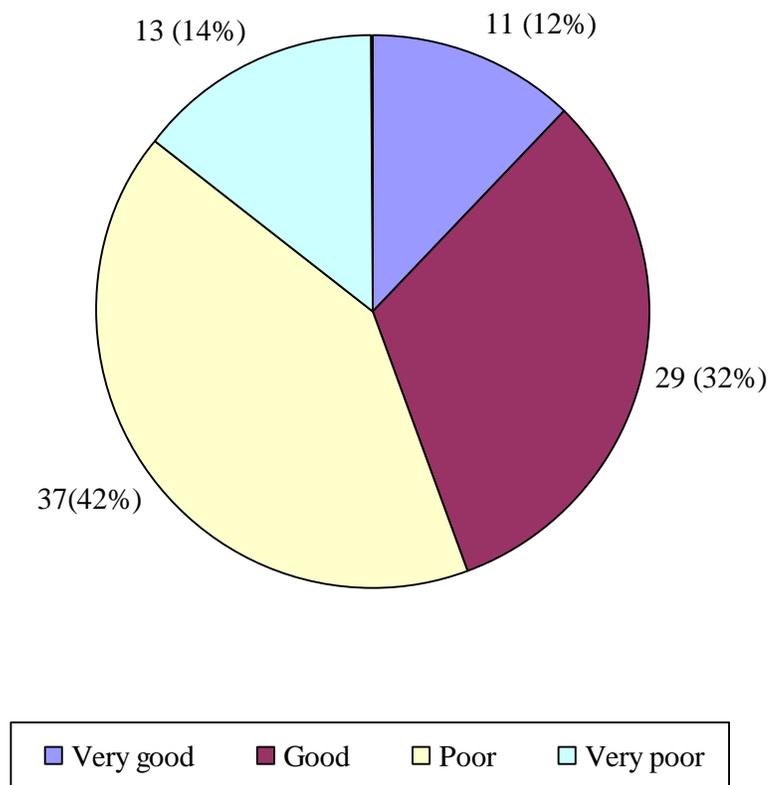


**Figure 4.8: Teachers' rating of academic performance as compared to other schools in the country.**

As shown in Figure 4.8, 37 (42%) of the teachers indicated that schools in which they taught performed poorly while 29 (32%) indicated good. This is an indication that most schools in Mombasa district performed poorly.

In order to establish the relationship between academic performance and supervision of curriculum implementation, a cross-tabulation was done, as shown in table 4.10.

**Table 4.10: Academic performance across supervision of curriculum implementation**

| Academic Performance | Supervision of Curriculum Implementation | | | Total |
|---|---|---|---|---|
| | **Always** | **Sometimes** | **Rarely** | |
| Very good | 6 | 3 | 2 | **11** |
| Good | 13 | 10 | 6 | **29** |
| Poor | 13 | 15 | 9 | **37** |
| Very poor | 7 | 5 | 1 | **13** |
| **Total** | **39** | **33** | **18** | **90** |

Results presented in table 4.10 show that supervision of curriculum implementation had no effect on academic performance since even the schools which performed poorly and very poorly always had their curriculum implementation supervised. This implies that there may be other factors other than supervision of curriculum implementation which affected academic performance.

**4.6 Challenges faced by principals as instructional supervisors**

The fourth research questions of the study asked:" What are the challenges faced by principals as instructional supervisors?" To respond to this question, principals were

asked to state the challenges they faced when during instructional supervision. Table 4.10

shows their responses

**Table 4.11: Challenges faced by principals when issuing instructions**

| Teaching and learning resources | f | % |
| --- | --- | --- |
| Inadequate resources | 23 | 76.7 |
| Frequent syllabus change | 8 | 26.7 |
| Lack of adequate funds to purchase teaching and learning resources | 26 | 86.7 |
| Vandalism of school resources by students | 3 | 10.0 |
| **Teachers** | | |
| Low morale due to overloaded curriculum and poor remunerations | 21 | 70.0 |
| Inadequacy of teachers | 22 | 73.3 |
| Lack of opportunities for in service training | 9 | 30.0 |
| **Students** | | |
| Indiscipline | 20 | 66.7 |
| Lack of motivation | 14 | 46.7 |
| Low entry behavior | 11 | 36.7 |
| Low academic aspirations | 6 | 20.0 |
| **Leadership support** | | |
| Inadequate supervision by QASOs | 4 | 13.3 |
| Inadequate finance from government | 19 | 63.3 |
| Conflicts of interest by leaders | 8 | 26.7 |
| Interference by school sponsor | 3 | 10.0 |

Table 4.11 illustrates that the major challenges principals faced as the instructional supervisors on teaching and learning resources were; inadequate resources (76.7%) and lack of adequate funds to purchase teaching and learning resources (86.7%).

On the issue of teachers, 21(70.0%) principals reported low morale due to overloaded curriculum and poor remunerations while 22(73.3%) reported Inadequacy of teachers. Additionally, principals were further asked to highlight challenges they faced from students and leadership support. The following were major challenges they reported, on students issues they indicated Indiscipline (66.7%), lack of motivation (46.7%) while on leadership support they indicated inadequate finance from government (63.3%). This implies that instructional supervisors faced many challenges in their work and hence needs to be assisted to improve their effectiveness in instructional supervision.

## 4.7: Discussion of the Findings

The first research question was to identify supervisory practices used by principals in secondary schools in Mombasa. The extent to which principals engaged in instructional supervision was measured at three levels: curriculum implementation, curriculum evaluation, and structured learning opportunities. Supervisory practices most commonly used by principals in curriculum implementation as reported by the principals were: planning of important school events like academic clinic, price-giving day (93.3%), and creating an environment of respect rapport (76.7%) and ensuring setting and administration of CATs and examinations, (73.3%). On the other hand the supervisory practices that are rarely used were giving guidelines on diversified curriculum (76.7%) and inviting resource persons from outside the school community to aid in teaching (70.0%).This is an indication that most of principals were applying supervisory practices

in curriculum implementation. On Supervision of curriculum evaluation, majority of the principals reported they commonly engage in filing maintenance of internal and external examinations in order to improve teaching and learning process (90.0%), discussing exam results with staff members and students (83.3%) and ensuring setting administration of CATs and examinations (83.3%), Co-coordinating the maintenance of students performance records in the departments (73.3%) and holding constant review meetings in the departments (60.0%). On the other hand supervisory practices rarely used by principals in curriculum evaluation are: improving on testing skills (63.3%) and developing departmental mission in relation to school vision (56.7%). This implies that the principals always engaged in the various curriculum implementation supervision practices. Forty six point six percent (46.6%) of the principals indicated they were rarely engaged in the area of structured learning opportunities such as workshops, in-service activities or staff development programmes.

According to 36.6% of the teachers principals rarely engaged in the supervision during curriculum implementation practices. However, 39.3% of the teachers reported that the principals sometimes applied instructional supervision on curriculum evaluation; but rarely engaged in supervising structured learning activities as reported by 44.2% of the teachers. This is not in line with a study by Blase and Blase (1998) who found that teachers believe good principals use five strategies during instructional supervision: (a) making suggestions for instructional improvement, (b) giving feedback on classroom observations, (c) modeling good instruction, (d) using inquiry to discover what teachers think, and (e) soliciting advice and opinions from teachers. These strategies positively affected teachers by increasing their use of reflectively informed instructional behaviors,

which referred to teachers taking more risks in the classroom by using different instructional strategies and placing more emphasis on instructional planning (Blase & Blasé, 1998).

Regarding ways in which supervisory practices impacted on teacher performance in relation to teaching, more than 50% of the teachers indicated that monitoring students' learning formatively and to allow for multiple opportunities (55.6%), maintaining accurate records (53.3%) and specifying the subject syllabus and interpreting the same for each class (53.3%). On the other hand, 60.0% of the teachers reported that supervisory practices rarely helped them to grow and develop professionally. This is an indication that supervisory practices affected teachers' teaching performances to a great extent.

The major challenges faced by principals as the instructional supervisors on teaching and learning resources were reported as lack of adequate funds to purchase teaching and learning resources (86.7%) and inadequate resources (76.7%). On the issue of teachers, 21(70.0%) principals reported low morale due to overloaded curriculum and poor remunerations while 22(73.3%) reported Inadequacy of teachers. Additionally principals reported indiscipline of students as a major challenge. This is an implicaton that instructional supervisors faced many challenges in their work and hence needs to be assisted to improve their effectiveness in instructional supervision.

The above stated challenges were in line with the a previous study conducted in California and subsequently replicated in the state of Arizona, Painter (2000) found that the top barrier perceived by principals as the most significant to effective instructional

supervision was time needed to complete the process. In the Kenyan situation, secondary school principals have reported being overworked, and this could influence their effectiveness in instructional supervision.

In addition to the lack of time to effectively implement instructional supervision, researchers also cite the desire by school principals to avoid conflict as a significant barrier towards instructional supervision. According to Bridges (1992), the desire by principals to avoid interpersonal conflict is caused by both personal and situational factors. Further, Bridges states that the most significant factor that leads to ineffective instructional supervision is the personal factor to avoid conflict and unpleasantness. Bridges, (1992) states that conflict is unavoidable due to the fact that it is a by-product of criticism that accompanies the performance appraisal of teachers. Consequently, principals can indirectly cause the ineffective implementation of instructional supervision due to their desire to avoid criticizing teachers through their appraisals of teachers' performance.

Other problems with instructional supervision are cited in the literature. According to Painter (2000), these problems mainly relate to structural aspects of effective implementation. Tucker (1997), found that other barriers included lack of time and support for the building administrator, personality characteristics of the instructional leader, and lack of financial support for all phases of the process.

Another challenge cited in the literature as a significant barrier towards effective instructional supervision is the lack of principals' preparation through training. Two studies cite the lack of administrator training and weak university preparation programs

as two significant barriers towards effective instructional supervision. A group of Rand researchers noted that the knowledge and skill of the evaluators is crucial to good instructional supervision. Yet Poston and Manatt (1993) found administrator competency in evaluation to be moderate at best. Furthermore, Hunter (1988) affirms that principals still have not had the opportunity to learn how to either supervise (help) or evaluate a teacher: an indictment of our universities, many of whom still do an inadequate job of preparing principals for either professional responsibility.

In Kenya, school administrators are appointed without prior training on issues like instructional supervision. Based on their research in Kenya, Herriot, Croosley, Juma, Waudo, Mwirotsi and Kamau (2002) concluded that many headteachers are identified as leaders in schools on the basis of dubious qualifications often of a personal nature rather than relevant experience and proven skills in the field of management. Furthermore, induction programmes for school headteachers in Kenya have been termed inadequate. For instance, Wanzare and Ward (2000) point out that in Kenyan schools, new headteachers often face several problems associated with inadequate induction, undefined professional expectations, a sink-or swim attitude and culture shock. These issues could present challenges for effective instructional supervision in schools.

In addition principals were further asked to recommend ways through which they can be assisted to improve their effectiveness in instructional supervision .The following were their responses:

 i.   The government should increase financial allocation to schools.

 ii.  To introduce in service training for headteachers on instructional supervision

iii.   Posting more teachers to schools

iv.   Community to support school projects

v.   Ministry of Education should relieve headteachers teaching duties in order to concentrate on school administrations and instructional supervision.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter covers the summary of the study, conclusions and recommendations arrived at, as well as suggestions for further studies. The purpose of the study was to investigate the effects of instructional supervisory work of principals on teacher performance in Mombasa. The study focuses on; supervisory practices used by principals in secondary schools, perceptions of teachers about instructional supervision practices employed by principals in secondary schools, ways in which supervisory practices impacted on teacher performance in relation to teaching and  issues, challenges faced by headteachers as instructional supervisors.

### 5.2 Summary of the study findings

The purpose of the study was to investigate the effects of instructional supervisory work of principals on teacher performance in Mombasa. The study participants included 90 teachers and 30 principals giving a total of 120 participants. Given below is a summary of the findings.

### 5.2.1 Supervisory practices that school principals in Mombasa use

In relation to supervisory practices used by principals the study established that most principals applied the following practices in schools; Ensuring setting and administration of CATs and examinations, planning of important school events like academic clinic, price-giving day, creating an environment of respect and rapport, discussing exam results with staff members and students, ensuring setting and administration of CATs and

examinations, co-coordinating the maintenance of students performance records in the departments and holding constant review meetings in the departments. The implication of these findings was that quite number of respondents also reported that principals rarely used the supervisory practices when; improving on testing skills, developing departmental mission in relation to school vision, inviting resource persons from outside the school community to aid in teaching, giving guidelines on diversified curriculum, having in-service activities that are consistent with clearly defined goals for instructional improvement and giving opportunities to apply and practice information or skills by direct experience during workshop or teaching situations were rarely practiced by most principals.

## 5.2.2 Perceptions of teachers about instructional supervision employed by principals

Regarding the perceptions of teachers about instructional supervision practices employed by principals in secondary schools, it emerged that most principals were always; planning of important school events like academic clinic, price-giving day  and selection of materials and equipments for curriculum implementation, discussing exam results with staff members and students and ensuring setting, administration of CATs and examinations. However, the study also established that principals rarely; gave guidelines on diversified curriculum, checked students' homework books, and developed departmental mission in relation to school vision.

### 5.2.3 Ways in which supervisory practices have impacted on teacher performance in relation to teaching

The study found out that the following supervisory practices had a positive impact on teachers performances in relation to teaching; Monitoring students' learning formatively and to allowing for multiple opportunities, specifying the subject syllabus and interpreting the same for each class, marking assignments, improving on testing skills , setting and administering of CATs and examinations, contributing and actively participate in the school and its community activities .In contrary, teachers reported that supervisory practices rarely helped them to grow and develop professionally.

### 5.3.4 Challenges faced by headteachers as instructional supervisors

Regarding the challenges faced by principals as instructional supervisors the study established that: On teaching and learning resources the following were challenges highlighted; inadequate resources and lack of adequate funds to purchase teaching and learning resources. The following were challenges principals faced as instructional supervisors concerning teachers; Low morale due to overloaded curriculum and poor remunerations, inadequacy of teachers, lack of opportunities for in service training and large teachers-students ratio. On students part the following were challenges principals faced; Indiscipline and lack of motivation, on leadership support principals reported the following challenges; inadequate supervision by QASOs, Inadequate finance from government, conflicts of interest by leaders and interference by school sponsor.

## 5.3 Conclusions

Based on the findings, it can be concluded that:

(i) The supervisory practices used by principals in secondary schools included: ensuring setting and administration of CATs and examinations, planning of important school events like academic clinic, price-giving day and also creating an environment of respect and rapport.

(ii) The study established that the teachers felt that the instructional supervision practices employed by their principals were ineffective, though there were some which bore fruits. It however emerged that the supervisory practices that were effective had a positive impact on teachers' performance in relation to teaching. However, the teachers complained that the supervisory practices did not help them to grow and develop professionally.

(iii) The study found out that the challenges faced by headteachers as instructional supervisors included inadequate resources due to lack of enough funds to purchase them.

(iv) The study established that school-based instructional supervision had an effect on teacher performance, in that if principals put more emphasis on instructional supervision practices teachers would improve their work performances which would translate to improvement in academic performance in Mombasa.

**5.4 Recommendations**

1.  School principals should put a lot of emphasis on instructional supervision in order to establish a trend of being in command with what the teachers are doing in class.

2.  Regular inspection of lesson notes, schemes of work and records of work. However, the aim should not be that of fault finding. It should be done also to find a way of discussing the lessons with the teachers and thanking them for the work done.

3.  Random inspection of pupils' books and assignments. This should be done often to ensure that teachers' assignments are marked as required. Principals would then compare lesson notes, lesson plans and schemes of work.

4.  For curriculum evaluation, the instructional supervisors should improve on; checking student's homework books, developing departmental, mission in relation to school vision and grading students and giving clear directions and preparing for transition in the classroom.

5.  School principals should make efforts to invite resource persons from outside the school community to aid in teaching so as to help teaching techniques and also give students a chance to learn from others.

6.  Teachers should be co-operative during instructional supervision and be open enough to learn from their weaknesses and strengths and also those of other teachers.

7. The school principals should always give teachers feedback from the supervision in order to help teachers know their weaknesses and also to polish up on their strengths in teaching.

8. The school principals should include teachers in the supervision exercise and seek their opinion on how best to conduct the supervision exercises for the benefits of both the teachers and the students.

9. The school principals and teachers themselves should ensure that the supervisory practices employed directly contribute to the professional growth and development of teachers.

## 5.5 Recommendations for further research

1. A study should be carried out to establish the most effective and acceptable methods of closely supervising teachers without necessarily having to visit them in their classrooms to observe them teach.

2. The study did not exhaust all matters related to high academic achievement in KCSE examinations in Mombasa County; a study therefore should be done on other strategies used by principals in academic achievement in secondary schools.

3. Since this research was carried out in a more developed area, there is need to conduct more research in a poor developing areas and compare the result findings.

# REFERENCES

Acheson, K. A., M. D. (1997) *Techniques in the clinical supervision of teachers: Pre-service and in-service applications*. 4th Ed. White Plains, NY: Longman

Achoka, J.S. (1990). *The role of the Secondary School Principal in Quebec English Schools*. Unpublished M.A. Dissertation. McGill University.

Alfonso, R., Firth, G., & Neville, R. (1981). *Instructional Supervision: A behavior system*. Boston: MA: Allyn and Bacon.

Appleton, K., & Kindt, I. (1999). Why teach primary science? Influences on beginning teachers' practices. *International Journal of Science Education, 21*(2), 155-168.

Baker, M. (2000). *High expectations and standards for all, no matter* what. London, Department of Education and Employment.

Beardwell, J. & Claydon, T. (2007). *Human Resource Management: A Contemporary Approac, 5th Ed*. London: Prentice Hall.

Bellon, J. J., & Bellon, E. C. (1982) *Classroom supervision and instructional improvement: A synergetic process*. 2nd Ed. Dubuque, IA: Kendall/Hunt

Blase, J., & Blase J. (1998). *Handbook of instructional leadership: How really good principals promote teaching and learning*. Thousand Oaks, CA: Corwin Press.

Blase, J., & Blase, J. (2004). The dark side of school leadership: Implications for administrator preparation. *Leadership and Policy in Schools, 3*(4), 245-273.

Blase, J., & Roberts, J. (1994). The micropolitics of teacher work involvement: Effective principals' impacts on teachers. *The Alberta Journal of Educational Research, 40*(1), 67-94.

Blumberg, A. (1980) *Supervisors and teachers: A private cold war.* 2nd Ed. Berkely, CA: McCutchan.

Borg, W. R. and Gall, M. D. (1989). *Education Research: An Introduction*. 4th Edition. Longman, New York

Bridges, E. M. (1992). Research on the school administrator: The state of the art, 1967-1980. Educational *Administration Quarterly, 18*(3), 12-33.

Bustos-Orosa, M. A. (2008). *Inquiring into Filipino teachers' conceptions of good teaching: A qualitative research study*. The Asia-Pacific Education Researcher, 17 (2), 157 – 171

Chitiavi, M.J.(2002). *Guidance and Counselling Series – School Administration*, Nairobi: Pavement Publishers.

Cogan, M. L., (1973) *Clinical supervision*. Boston: Houghton Mifflin.

Collins, J. (2001). Good *to great*. New York, NY: HarperCollins.

Curran, C. A., (1978) Understanding *a necessary ingredient in human belonging*. East Dubuque Illinois: Counselling-Learning.

Danielson, C., & McGreal, T.L (2000) *Teacher evaluation to enhance professional practice* [Electronic version]. Princeton, New Jersey: Education Testing Service.

Darling-Hammond, L. (1986) *Teaching knowledge: How do we test it? American Educator*, 10(3), 18-21, 46

Day, C., Harris, A., Hadfield, M. Tolley, H, & Beresford, J. (2000) *Leading Schools in Times of Change.* Buckingham, Open University Press.

De Guzman, E. (2000) *Evolving and testing of a faculty performance evaluation model*. Siyasik, 7(1), 1-26

Dela Rosa, P. (2001) Research as an essential element of effective instruction. *Ad veritatem, 1*(1), 54-80

Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation & Policy Analysis, 24*(2), 81-112.

Desimone, L. M., Smith, T. M., & Ueno, K. (2006). Are teachers who need sustained, content-focused professional development getting it? An administrator's dilemma. *Educational Administration Quarterly, 42*(2), 179-215.

Doyle, W., (1985) *Teaching as a profession: What we know and what we need to know about teaching*. Austin, Texas: Research and Development Centre for Teacher Education, University of Texas at Austin.

Duke, D. L. (1987). *School leadership and instructional improvement*. New York: Random House.

Elmore, R. F., & Burney, D. (1999). Investing in teacher learning: Staff development and instructional improvement. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 263-291). San Francisco, CA: Jossey-Bass.

Eshiwani, G. S (1993). *Education in Kenya since Independence*, Nairobi: East African Educational Publishers Ltd.

Eye, G. C., Nelzer, L. A., & Krey, R. D., (1971) *Supervision of instruction*. 2$^{nd}$ Ed. New York: Harper & Row.

Flanders, N. A., (1976) *Interaction Analysis and clinical supervision. Journal of Research and Development in Education*, vol. 9, pp. 47-56.

Fullan, M. Steiglebauer, A. (1991). *Change Forces: The Sequel*. London, Falmer Press; Bristol,PA, Falmer Press.

Gebhard, J.G., (1984) *Models of supervision: choices*. TESOL Quarterly. Vol. 18, p 501.

Glanz, J. (2006). What *every Principal should know about instructional leadership*. Thousand Oaks, CA: Corwin Press.

Glatthorn A. A. (1984) *Differentiated supervision*. Alexandria, VA: Association for supervision and curriculum

Glatthorn A. A. (1990) *Supervisory leadership: Introduction to instructional supervision.* New York: HarperCollins

Glatthorn, A. A. (1997) *Differentiated supervision*. 2nd Ed. Alexandria, VA: Association for supervision and curriculum Development

Glickman, C. D. (1981) *Developmental supervision: Alternative practices for helping teachers improve instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Goe, L., Bell, C., & Little, O. (2008) Approaches to evaluating teacher effectiveness: A research synthesis, Washington DC: National Comprehensive Centre for Teacher Quality. Retrieved Nov. 30, 2009, from http://www2.tqsource.org/strategies/het/UsingValueAddedModels.pdf

Goldhammer, R. (1969) *clinical supervision: special methods for the supervision of teachers*. New York: Holt, Rinehart and Winston

Goldhammer, R., Anderson, R. H, & Krajewski, R. J. (1980) *Clinical supervision: special methods for the supervision of teachers*. 2nd Ed. New-York: Holt/Rinehart/Wiston.

Good, C. V., (1959) *Dictionary of Education*, 2nd Ed. New-York: McGraw.

Grauwe, H.(2007). Transforming School Supervision into a Tool for quality improvement. *International Review of Education* 53: 709 – 714

Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The Elementary School Journal, 86*(2), 217-247.

Harris, B. M., (1975) *Supervision Behaviour in our Education*, 2nd Ed. Englewood Cliffs, NJ. Prentice - Hall.

Herriot, A., Crossley, M., Juma, M., Waudo, J., Mwirotsi, M., Kamau, A. (2002). The development and operation of headteacher support groups in Kenya, International *Journal of Educational Development, 22*, 509-26.

Hoy, A. W., and W. K. Hoy. (2009). *Instructional leadership: A research-based guide to learning in schools.* Boston, MA: Allyn and Bacon.

Hoy, W., & Forsyth, P. (1986). *Effective supervision: Theory into practice*. New York, NY: Random House.

Hunter, M. (1988). Effecting a reconciliation between supervision and evaluation-a reply to Popham. *Journal of Personnel Evaluation in Education, 1*, 275-279.

Johnsen, S. K., Haensly, P. A., Ryser, G. R., & Ford, R. F. (2002). Changing general education classroom practices to adapt for gifted students. *Gifted Child Quarterly, 46*(1), 45-63.

King, B. M. (1991). *Leadership efforts that facilitate classroom thoughtfulness in social studies.* Madison, WI: National Center on Effective Secondary Schools.

Kombo D.  and Tromp D. (2006) *Proposal and Thesis writing: An Introduction*. Nairobi: Paulines Publications Africa.

Konchar, S.K. (1988). – *Secondary School Administration*. New Delhi : Sterling Publishers Private Ltd.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. University of Minnesota: Center for Applied Research and Educational Improvement.

Lezotte, L. (2001).  *Correlates of Effective Schools:  The first and second generation*. Okemos (Michigan):  Effective Schools Products, Ltd.

Lineburg, P. N. (2010). *The Influence of the Instructional Leadership of Principals on Change in Teachers' Instructional Practice*s, Virginia: Virginia Polytechnic Institute and State University

Lockheed, M. and Verspoor A. (1991): *Improving Primary Education in Developing Countries*, New York: Oxford University Press.

Lucio, W. H., and McNeil J. D. (1979). *Supervision: A Synthesis of Thought and Action*, 3rd ed. New York: McGraw-Hill.

McGhee, M. W., & Lew, C. (2007). Leadership and writing: How principals' knowledge, beliefs, and interventions affect writing instruction in elementary and secondary schools. *Educational Administration Quarterly, 43*(3), 358-380.

McGreal, T. (1983) *Effective teacher evaluation*. Alexandria, VA: Association for Supervision and Curriculum.

McGregor. D., (1960) *The Human Side Enterprise*. New-York: McGraw-Hill.

Ministry of education (1987) *A manual for heads of secondary schools in Kenya*. Nairobi: Government Printer.

Mosher, R. L., & Purpel, D. E. (1972) *Supervision: The reluctant profession*. Boston: Houghton-Miffin

Mugenda O. and Mugenda A. (1999) *Research Methods: Quantitative and Qualitative approaches*. Nairobi: Acts Press.

Musaazi, J.C.S. (2002). The theory and practice of educational administration. London: Macmillan Publishers, Ltd.

Musungu, L .(2007). Role of Headteachers in Academic Achievement in Secondary Schools in Vihiga District, Kenya. Unpud M Ed Thesis ,Maseno University

Orodho, A. and Kombo, D (2002) *Research Methods*. Nairobi: Kenyatta University Institute of open learning.

Painter, S. R. (2000). Principals' perceptions of barriers to teacher dismissal. *Journal of Personnel Evaluation in Education, 14* (3), 253-264.

Pajak, E. F. (1993) *Approaches to clinical supervision: Alternatives for improving instruction.* Norwood, M.A: Christopher-Gordon

Patrick, E. M. & Dawson, J. A. (1985). *Case studies of five teacher supervision/evaluation systems.* (Report No. ED 376615). Harrisburg, PA: Pennsylvania Department of Education.

Peterson, K. D. (2000) *Teacher evaluation: A comprehensive guide to new direction and practices*. 2nd Ed. Thousand Oaks, CA: Crown press

Peterson, K. D. (2002). *Secondary principals and instructional leadership: Complexities in a diverse role.* Madison, WI: National Center on Effective Secondary Schools.

Samoei ,T. R. (2009). *Impact of Headteachers Leadership Styles on Secondary School Students' Achievement in Nandi North District, Kenya*. Unpublished Med Thesis, Maseno University

Sebring, P. and Bryk, A. (2000). School leadership and the bottom line in Chicago, *Kappan, February*, 440-443.

Sedisa,K.N.(2008).Public Private Parternership in the Provision of Secondary Education in the Gaborone Area of Botswana. Unpublished PhD Thesis, University of South Africa.

Sergiovanni, T. J., & Starratt, R. J. (1998) *Supervision: A re-definition*. 6th Ed. Boston: McGraw-Hill

Sergiovanni, T. J., (1977) *Reforming teacher evaluation: naturalistic alternative educational leadership*. Vol. 34

Shiundu, J.S. & Omulando, J.S.(1992). *Curriculum Theory and Practice in Kenya* . Nairobi: Oxford University Press.

Singleton, R. A. (1993). *Approaches to Social Research.* Oxford University Press: New York

Smyth, W. J., (1985) *An alternative and critical perspective for clinical supervision in schools in K.* Sitronik and J., *critical perspectives on the organization and improvement of schooling*. Massachusetts: Kluwer-Nijhoff

Smyth, W. J., (1986) *Learning about teaching through clinical supervision*. London: Croom Helm. Curriculum, policy and research series.

Tigelaar, D., Dolmans, D., Wolfhagen, l., & Vleuten, C. (2004) *The Development and Validation of a framework for Teaching Competencies in higher education*. Higher Education, 48(2), 253-268

Tucker, P. D. (2003). The principalship: Renewed call for instructional leadership. In D. L. Duke, M. Grogan, P. D. Tucker, & W. F. Heinecke (Eds.), *Educational leadership in an age of accountability: The Virginia experience* (pp. 97-113). Albany, NY: State University of New York Press.

Unruh, A., & Turner, H. E. (1970). *Supervision for change and innovation*. Boston: Houghton-Mifflin

Wallace, M. J., (1989) *Clinical supervision and school experience*. Mimeo sceo Moray House College, Edinburgh.

Wanzare, Z. (2003). *Re-thinking School Inspection in the Third World: A case of Kenya*. Alberta: University of Alberta. http://www.ualberta.ca/~ckreber/papers/zak.html. Consulted 20-11-2010

Wanzare, Z. and Ward, K. L. (2000). Rethinking staff development in Kenya: agenda for the 21st century, *International Journal of Educational Development, 14*: 6, 265 – 275.

Webster, S. (1985) Educational *Research. Competence for Analysis and Application*, 6th Edition. New Jersey: Macmillan.

Wiles, J., & Bondi, J. (1996) *Supervision: A guide to practice*. Columbus, OH: C.E. Merrill

Zapeda, S. J. (2007) *Instructional Supervision Applying Tools and Concepts*. Larchmount, New York, Eye on Education.

# APPENDIX A

## QUESTIONNAIRE FOR TEACHERS

This research is meant for academic purpose. It will try to find out the impact of instructional supervision on teacher performance in secondary schools in Mombasa County. Kindly you are requested to provide answers to these questions as honestly and precisely as possible.  Responses to these questions will be treated as confidential. Please tick [√] where appropriate or fill in the required information on the spaces provided.

### Section I: Personal Data

Please tick (√) in the bracket where applicable

1. How old are you?

| | | | |
|---|---|---|---|
| Below 25 years | [ ] | 26-30 years | [ ] |
| 31-35 years | [ ] | 36-40 years | [ ] |
| 41-45 years | [ ] | Over   45 years | [ ] |

2. Gender    Male [ ]          Female[ ]

3. What are your professional qualifications?

| | | | |
|---|---|---|---|
| S1/Dip Education. | [ ] | B.Ed | [ ] |
| B.Sc | [ ] | B.A | [ ] |
| M.Ed | [ ] | | |

Any other(s) please specify …………………………………………….

4. Years of teaching experience

| | | | |
|---|---|---|---|
| Below 5 years | [ ] | 6-10 years | [ ] |
| 11-15 years | [ ] | 16-20 years | [ ] |
| Over 21 years | [ ] | | |

5. For how long have you been teaching at your present school?

| | | | |
|---|---|---|---|
| Below 5 years | [ ] | 6-10 years | [ ] |
| 11-15 years | [ ] | 16-20 years | [ ] |
| Over 21 years | [ ] | | |

6. What is your grade?

              Untrained graduate teacher    [ ]

              Graduate teacher          [ ]

              Graduate teacher II       [ ]

              Senior Graduate teacher    [ ]

              Principal Graduate teacher  [ ]

       Any other (s) please specify

…………………………………………………………………………………………

…………………………………………………………………………………………

7. How do you rate the academic performance of your school as compared to other schools in the country?

       Very Good [ ]       Good [ ]     Poor [ ]     Very Poor [ ]

**Section II: Supervisory Practices Used by Principals**

1. This section is designed to gather information on the supervisory practices used by principals in secondary schools. Using the table below, rate the extent to which your principal engages in each of the instructional supervisory practices listed.

| Supervision in Curriculum Implementation | Always | Sometimes | Rarely | Never |
|---|---|---|---|---|
| Improving teaching methodologies | | | | |
| Specifying the subject syllabus and interpreting the same for each class | | | | |
| Giving guidelines on diversified curriculum | | | | |
| Visiting teachers in class to supervise teaching | | | | |
| Ensuring the preparation of the schemes of work, records of work and lesson plans by teachers | | | | |
| Ensuring setting and administration of CATs and examinations | | | | |
| Co-coordinating the maintenance of students performance records in the departments | | | | |
| Improving curriculum and library materials e.g. new text books, library books, magazines e.t.c. | | | | |
| Selection of materials and equipments for curriculum implementation | | | | |
| Inviting resource persons from outside the school community to aid in teaching. | | | | |

| | | | | |
|---|---|---|---|---|
| Planning of important school events like academic clinic, price-giving day. | | | | |
| Ensuring there is effective upward and downward communication | | | | |
| Designing instructional goals that reflect high standards and expectations for students | | | | |
| Demonstrating knowledge of resources | | | | |
| Creating an environment of respect and rapport | | | | |
| **Supervision in Curriculum Evaluation** | | | | |
| Checking students' homework books | | | | |
| Discussing exam results with staff members and students | | | | |
| Grading students and giving clear directions and preparing for transitions in the classroom | | | | |
| Improving on testing skills | | | | |
| Ensuring setting and administration of CATs and examinations | | | | |
| Filing and maintenance of internal and external examinations in order to improve teaching and learning process. | | | | |
| Co-coordinating the maintenance of students performance records in the departments | | | | |
| Holding constant review meetings in the departments | | | | |
| Developing departmental mission in relation to school vision | | | | |
| Involving teachers to decide on best strategies to improve teaching and learning | | | | |
| **In the area of structured learning opportunities such as workshops, in-service activities or staff development programs.** | | | | |
| Giving opportunities for collaborative planning for in-service activities. | | | | |
| Having in-service activities that are consistent with clearly defined goals for instructional improvement | | | | |
| Presenting formal opportunities to learn some problems and interact with small groups or teams | | | | |
| Giving opportunities to apply and practice information or skills by direct experience during workshop or teaching situations. | | | | |
| Providing access to materials and resource people to help implement a program after formal in-service presentations have been completed. | | | | |

**Section III: Impact of Supervisory Practices on Teaching Performance**

**To what extent has supervision enabled the teacher to ……….**

| Statement | Completely | To a great extent | To some extent | Rarely | Never |
|---|---|---|---|---|---|
| Manage classroom routines and procedures efficiently without loss of instructional time | | | | | |
| Establish a culture for learning with clear expectations for students achievement | | | | | |
| Communicate clearly and accurately | | | | | |
| Monitor students' learning formatively and to allow for multiple opportunities | | | | | |
| Demonstrate flexibility and responsiveness in meeting the learning needs of students | | | | | |
| Maintain accurate records | | | | | |
| Contribute and actively participate in the school and its community activities | | | | | |
| Grow and develop professionally | | | | | |
| Show professionalism | | | | | |
| Improve teaching methodologies | | | | | |
| Specify the subject syllabus and interpret the same for each class | | | | | |
| Prepare schemes of work, records of work and lesson plans in time | | | | | |
| Set and administer of CATs and examinations | | | | | |
| Maintain students performance records in the departments | | | | | |
| Invite resource persons from outside the school community to aid in teaching. | | | | | |
| Participate in school events like academic clinic, price-giving day. | | | | | |
| Issue assignments/homework to students | | | | | |
| Mark assignments | | | | | |
| Discuss exam results with staff members and students | | | | | |
| Improve on testing skills | | | | | |

## QUESTIONNAIRE FOR PRINCIPALS

This research is meant for academic purpose. It will try to find out the impact of instructional supervision on teacher performance in secondary schools in Mombasa County. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please tick [√] where appropriate or fill in the required information on the spaces provided.

**Section I: Personal Data**

Please tick (√) in the bracket where applicable

1. How old are you?

   Below 25 years [ ]          26-30 years          [ ]

   31-35 years [ ]          36-40 years          [ ]

   41-45 years [ ]          Over  45 years          [ ]

2. Gender          Male [ ]                    Female [ ]

3. What are your professional qualifications?

   S1/Dip Education. [ ]          B.Ed          [ ]

   B.Sc [ ]          B.A          [ ]

   M.Ed [ ]

   Any other(s) please specify …………………………………………

4. Years of experience as a principal

   Below 5 years [ ]          6-10 years [ ]

   11-15 years [ ]          16-20 years [ ]

   Over 21 years [ ]

5. For how long have you been a principal at your present school?

   Below 5 years [ ]          6-10 years [ ]

   11-15 years [ ]          16-20 years [ ]

   Over 21 years [ ]

6. How do you rate the performance of your teachers in teaching as compared to other teachers in the country?

   Very Good [ ]          Good [ ]          Poor [ ]          Very Poor [ ]

**Section II: Supervisory Practices Used by Principals**

1. This section is designed to gather information on the supervisory practices used by principals in secondary schools. Using the table below, rate the extent to which you engage in each of the instructional supervisory practices listed.

| Supervision in Curriculum Implementation | Always | Sometimes | Rarely | never |
|---|---|---|---|---|
| Improving teaching methodologies | | | | |
| Specifying the subject syllabus and interpreting the same for each class | | | | |
| Giving guidelines on diversified curriculum | | | | |
| Visiting teachers in class to supervise teaching | | | | |
| Ensuring the preparation of the schemes of work, records of work and lesson plans by teachers | | | | |
| Ensuring setting and administration of CATs and examinations | | | | |
| Co-coordinating the maintenance of students performance records in the departments | | | | |
| Improving curriculum and library materials e.g. new text books, library books, magazines e.t.c. | | | | |
| Selection of materials and equipments for curriculum implementation | | | | |
| Inviting resource persons from outside the school community to aid in teaching. | | | | |
| Planning of important school events like academic clinic, price-giving day. | | | | |
| Ensuring there is effective upward and downward communication | | | | |
| Designing instructional goals that reflect high standards and expectations for students | | | | |
| Demonstrating knowledge of resources | | | | |
| Creating an environment of respect and rapport | | | | |
| **Supervision in Curriculum Evaluation** | | | | |
| Checking students homework books | | | | |
| Discussing exam results with staff members and students | | | | |
| Issuing assignments/homework to students | | | | |
| Grading students and giving clears directions and preparing for transition in the classroom | | | | |
| Improve on testing skills | | | | |
| Ensuring setting and administration of CATs and examinations | | | | |
| Filing and maintenance of internal and external examinations in order to improve teaching and | | | | |

| | | | | |
|---|---|---|---|---|
| learning process. | | | | |
| Co-coordinating the maintenance of students performance records in the departments | | | | |
| Holding constant review meetings in the departments | | | | |
| Developing departmental mission in relation to school vision | | | | |
| Involving teachers to decide on best strategies to improve teaching and learning | | | | |
| **In the area of structured learning opportunities such as workshops, in-service activities or staff development programs.** | | | | |
| Giving opportunities for collaborative planning for in-service activities. | | | | |
| Having in-service activities that are consistent with clearly defined goals for instructional improvement | | | | |
| Presenting formal opportunities to learn some problems and interact with small groups or teams | | | | |
| Giving opportunities to apply and practice information or skills by direct experience during workshop or teaching situations. | | | | |
| Providing access to materials and resource people to help implement a program after formal in-service presentations have been completed. | | | | |

**Section III: Challenges Faced in Instructional Supervision**

1. Which challenges do you face as an instructional supervisor in relation to the following?

a. Teaching and Learning Resources

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

b. Teachers

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

c.  Students

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

d.  Leadership support

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

e.  Others

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

2. Suggest ways through which principals can be assisted to improve their effectiveness
   in instructional supervision

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

**APPENDIX C**

**RESEARCH PERMIT**