

**INFLUENCE OF PRINCIPALS' SUPERVISION PRACTICES ON
STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION (KCSE) EXAMINATIONS IN KISUMU
CENTRAL SUB-COUNTY, KENYA**

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Abstract

The purpose of the study was to investigate the influence of Principals' supervision practices on academic performance in secondary schools in Kisumu central Sub County, Kenya. The study was guided by the following research objectives; checking of teachers' records of work, classroom visitation, checking of students' exercise books and provision of adequate teaching learning resources by the Principals. The study adopted X and Y theory whose proponent is Ludwig Von Bisch. The theory asserts that school as a system is composed of various parts which work together interrelated for accomplishment of stated goals. The study used descriptive survey research design whose purpose is to describe the state of affairs and involves a method of collecting data by interviewing or administering questionnaires to a sample of individuals. From the study 15 of the head teachers do not sit in class as teaching Process goes on, they do not check teachers' records of work and check pupils' exercise books. Teaching and learning resources were inadequate for effective learning. Teachers are to be encouraged to prepare records of work and other professional document to have effective teaching. Head teachers (15) indicated that they had not under gone any training before appointment. Head teachers had a lot of workload to accomplish their duties hence they have no time to supervise pupils work. The study equally found out that there was a strong positive correlation between Principals' supervision activities and students' performance in KCSE. The study recommended that head teachers should be provided with in-service courses on instructional supervision which is a

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prerequisite for academic performance. Head teachers should involve teachers in their instructional supervision which would enhance participating and hence better academic performance thus promoting good relation between head teachers and teachers.

*Key Words: Supervision Practices, Performance, Kenya Certificate of Secondary Education

INTRODUCTION

Supervision is a management function where one provides leadership, direction, information, motivation or support for one or more persons with the intention of promoting the achievement of institutional goals and enhancing the capabilities and performance of staff (Holmes, 2014). Supervision is important because it has the potential to shape both the supervisee and the field of education at large because it informs and amplifies practices of education, as it informs the identity of the teacher, the experience of the student, and the larger social understanding of educational theory and practice (Qualliotine, 2017). In addition, Odude (2013) found out that the students' entry behavior, availability of physical and teaching facilities, and teachers' professional qualifications and experience affected the performance of students in Kenya Certificate of Secondary Education (KCSE) examinations.

Consequently, supervision of schools is a worldwide phenomenon with each country having its own policy on how supervision is conducted. It is seen as a positive democratic action aimed at not only improvement of classroom instruction but also creating a harmonious environment through continued growth of all concerned; the child, the teacher, the supervisor, the parent and the administration, (World Bank, 2006). The World Bank, the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Development Program (UNDP) are bodies that have invested in education especially in developing countries and identified education as an important tool in economic development, poverty and inequality eradication (World Bank, 2002). Despite the fact that it is desirable to avoid a trade-off between quantity and quality, poorly managed rapid expansion approaches can undermine improvement in learning outcomes.

Today's instructional supervisory practices are borrowed from the earlier American education system in which schooling was in the hands of local authorities. Source was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizen committees. The supervisory practices were concerned with management of schools and the fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning process. It was referred to as inspection due to its autocratic nature. This is correlated to instructional supervision that are mostly conducted by the principals today (Okumbe, 1998).

There is an indication that all countries feel the need for supervision in order to check school functioning. Many countries from 1990s onwards have attempted to reform supervision in order to make it more effective. Supervision is a key tool to monitor and improve education quality (Craliwe, 2001). Supervision is a key tool to ensure that all education staff respects the same rules and regulations followed as similar programme.

Statement of the Problem

Instructional supervision is a very important aspect of Principals' role in a school. For any system to function effectively and achieve its objective keen supervision is a vital role to success. Secondary schools in Kisumu-Central Sub County have been performing poorly in KCSE compared to other county. It is important to carry out studies to find out if the cause of poor performance is as a result of influence of Principals' instructional supervision practices. If the Principals are not aware of their instructional supervision practices in school, it provides an avenue for poor academic standards, but if the Principals carry the instructional supervision practices effectively it boosts the teachers' professional performance thus improving students' academic performance. This study therefore investigated the influence of Principals' instructional supervision practices on students' performance in secondary schools in Kisumu-Central Sub County, Kenya.

Theoretical Framework

Theory X postulates that workers or employees are lazy and will always avoid responsibility to achieve high performance; there is need to control and even threaten them Okumbe (1998). Theory Y postulates that employees are human being and therefore a manager should provide the enabling environment that enables employees to realise the potential they are endowed with.

McGregor's theory was adopted for this study because there are cases where teachers and students just do not want to follow a certain code of set behaviour and the leader or managers have to apply various management practices to ensure that they do the right things.

Theory X assumes that people dislike work; they want to avoid it and do not want to take responsibility. Theory Y assumes that people are self-motivated, and thrive on responsibility. In a Theory X organization, management is authoritarian, and centralized control is retained, whilst in Theory Y, the management style is participative: Management involves employees in decision making, but retains power to implement decisions. Theory X employees tend to have specialized and often repetitive work. In Theory Y, the work tends to be organized around wider areas of skill or knowledge; Employees are also encouraged to develop expertise and make suggestions and improvements. Theory X organizations work on a carrot and stick' basis and performance appraisal is part of the overall mechanisms of control and remuneration. In Theory Y organizations, appraisal is also regular and important, but is usually a separate mechanism from organizational controls. Theory Y organizations also give employees frequent opportunities for promotion.

Although Theory X management style is widely accepted as inferior to others, it has its place in large scale production operation and unskilled production-line work.

Many of the principles of Theory Y are widely adopted by types of organizations that value and encourage participation. Theory Y- style management is suited to knowledge work and professional services. Professional service organizations naturally evolve Theory Y- type practices by the nature of their work; Even highly structure knowledge work, such as call center operations, can benefits from Theory Y principles to encourage knowledge sharing and continuous improvement.

LITERATURE REVIEW

Influences of checking teachers' records of work by on students' performance

Record keeping is an important component in the academic performance of a school, teachers are required to make and retain records i.e. schemes of work, lesson plan, records of work, mark book, progress record book and attendant register. (Ficsher, 2011). Daresh and Playko (1998), in

a research carried out on how supervision impacted on curriculum implementation in schools imposed on through supervision in the areas of checking the records. (Musungu and Nasongo2008) carried out a study in Vihiga District in Western Kenya investigating instructional role of the head teacher in the academic achievement in KCSE. They found out that 8% of the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance. According studies conducted by Kent (1989) Principals should supervise teaching and learning in the school by: ensuring that early lesson planning is always done, ensuring that lessons are structured with an interesting beginning, revision of previous lesson, teacher voice variations and summary of major points are done, that there is use of backups (teaching aids by teachers) properly and that there is good relationship between teachers, students and that teachers follow up curriculum strictly. Edmonds (1979) further noted that students' progress should be frequently monitored and that in high performing schools Principals establish a system of evaluating the students frequently through tests and examinations. Those who perform unsatisfactory are forced to repeat the work by teachers. It is communicated to class teachers by the Principals that their students' progress is a concern for the whole school.

Orlosky (1984) noted that supervision is a major function that the school head must carry. It includes supervision of activities supportive of improving instruction that is curriculum and material development, evaluation of programmes and instructional planning. Usdan (2001) argues that, for there to be student learning, the principals must serve as leaders. Among the things they list as requirements to achieving this include: working with teachers to strengthen skills, knowledge of academic content and pedagogy, collect, analyse and use data, possess the leadership skills to fulfill the role and ability to rally all stakeholders to increase students' performance. Teachers ought to be closely supervised for effective teaching in order for students to consistently do well in national examinations. For a school to perform well in national examinations there must be a teaching scheme for each subject on the curriculum. This is because the teaching schemes provide the school with organizational systems of content coverage for the full period of the course in each subject Mbiti (1974).

Mbiti (1974) says that supervision concerns the tactics of efficient and proper management of personnel. The Principals should frequently monitor the teaching and learning process in the school. The failure of any organization depends mainly on its personnel. There must be a proper system of supervision to ensure that the organizations goals are met. In schools which perform well, the head-teachers give proper directions about what to do and as well spots the problem areas and rectifies them before things get worse.

Research Design

Research design as defined by (Best & Kahn 2004) the plan and structure of investigation so conceived as to obtain answer to research questions. The study adopted descriptive survey research design. Its purpose is to study the relationship that exist, practices that prevail, beliefs and attitudes held, processes that are going on, effect being felt or trends that are developing (Best & Kahn 2004). Hence, descriptive design is used to gather information based on the factors influencing Principals' supervision practices on academic performance in Kisumu Central Sub County.

3.3. Target Population

Best &Kahn (2004) note that population is a group of individuals who have one or more characteristics in common that is of interest to a researcher. This research targeted 545 respondents. They consisted of 45 Secondary schools Principals and 500 teachers within Kisumu Central Sub-county, ((Sub-County Director of Education 2018)

3.4 Sample size and Sampling Procedure

Sampling design is that part of statistical practice concerned with the selection of a sub-set of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purpose of making predictions based on statistical inference. (Cooper & Schindier, 2003). According to Mugenda and Mugenda (2003), a representative sample is one that represents at least 10 percent to 30 percent of the population of interest. This study sampled 15 Secondary schools, thus 15 Principals in the sampled schools participated in the study. Simple random sampling was used to sample 95 teachers from the sampled schools.

3.5 Research Instruments

This study used questionnaires in data collection. Mugenda and Mugenda (2003), says that a questionnaire is commonly used to obtain important information about a population and each item in a questionnaire addresses a specific objective of the study. This was used because it enabled the researcher to collect data from the respondents within a short period of time and they are easy to administer. Two sets of questionnaires were used Principals and teachers' questionnaires. The questionnaires contained two sections; Section A contained structured questions requesting for personal demographic data while section B contained both structured and semi-structured questions based on the research objectives, (Mugenda & Mugenda, 2003).

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

Items on professional records

The first objective that was considered was to consider professional records and KCSE performance. In order to effectively study this, the researcher used a Likert scale, in which statements were rated from Strongly Agree (SA), Agree (A), undecided (U) Disagree (D) and Strongly disagree S(D). the findings were summarized in the table below.

Statement	SA	A	U	D	SD	Mean	S. Dev	S.D
There is a high correlation between teachers' keeping updated and certified professional records and school's performance in KCSE	56	20	14	10	5	3.1	1.1	
There is a high correlation between teachers' keeping updated and certified schemes of work and school's performance in KCSE	54	30	12	8	6	2.9	0.8	
There is a high correlation between teachers' keeping updated and certified records of work and school's performance in KCSE	55	15	20	9	6	2.8	0.7	
There is a high correlation between teachers' keeping updated and certified lesson plans and school's performance in KCSE	60	20	15	5	--	2.8	1.01	
There is a high correlation between teachers' keeping updated and certified mark books and school's performance in KCSE	46	24	18	12	10	3.1	1.1	

From the table above, it is clear that the respondents the principals and the classroom teachers, tended to agree with the statements about the relationship between teachers' keeping updated and certified professional records and school's performance in KCSE. As can be seen over 56 (51%) of the respondents strongly agreed with this statement. To the statement, there is a high correlation between teachers' keeping updated and certified schemes of work and school's performance in KCSE, over 84 (63%) of the respondents, either Strongly agreed or Agreed with the statement. The trend cuts across all the statements that were put forth in the questionnaire.

Correlational Analysis Professional Records and School's Performance in KCSE

		Performance in KCSE
There is a high correlation between teachers' keeping updated and certified professional records and school's performance in KCSE	Pearson Correlation, Sig. (2-tailed) N	.673(***) 110
There is a high correlation between teachers' keeping updated and certified schemes of work and school's performance in KCSE	Pearson Correlation, Sig. (2-tailed) N	.575(***) 110
There is a high correlation between teachers' keeping updated and certified records of work and school's performance in KCSE	Pearson Correlation, Sig. (2-tailed) N	.712(***) 110
There is a high correlation between teachers' keeping updated and certified lesson plans and school's performance in KCSE	Pearson Correlation, Sig. (2-tailed) N	.634(***) 110
There is a high correlation between teachers' keeping updated and certified mark books and school's performance in KCSE	Pearson Correlation, Sig. (2-tailed) N	.567(***) 110

* Correlation is significant at the 0.05 level (2-tailed).

From the above table, the individual's performance in KCSE is significantly correlated with keeping updated and certified professional records, teachers' keeping updated and certified schemes of work, enabling work environment, keeping updated and certified records of work, and keeping updated and certified mark books.

Stepwise regression analysis was further carried out with the aid of two models generating the R, R squared, adjusted R squared, and the standard error. R, the multiple correlation coefficient, is the correlation between the observed and predicted values of the dependent variable. The values of R for models produced by the regression procedure range from 0 to 1.

Larger values of R indicate stronger relationships. R squared is the proportion of variation school performance in KCSE explained by the regression model. The values of R squared range from 0

to 1. Small values indicate that the model does not fit the data well. The sample R squared tends to optimistically estimate how well the model fits the population. Adjusted R squared attempts to correct R squared to more closely reflect the goodness of fit of the model in the population. The unstandardized and standardized coefficients are the coefficients of the estimated regression model. The variance inflation factor (VIF) is the reciprocal of the tolerance. As the variance inflation factor increases, so does the variance of the regression coefficient, making it an unstable estimate. Large VIF values ($VIF > 2$) are an indicator of multi-collinearity.

Model	R	R Squared	Adjusted R squared	Standard Error
1	.628(a)	.395	.395	16.4
2	.672(b)	.451	.451	15.6

The stepwise multiple regression analysis was used to test if the five independent variables of Professional Records and School's Performance in KCSE. The results of the regression indicated that out of the five predictors, only two significantly explained 44.5% of the variance in schools performance in KCSE (adjusted $R^2 = .445$, $F(2,174) = 71.452$, $p < .01$). It was found that teachers' keeping updated and satisfied professional records predicted job satisfaction ($\beta = .616$, $p < .001$), as did individual motivation ($\beta = -.270$, $p < .01$). Other prerequisites were excluded because they were not found to be statistically significant in predicting job satisfaction. Enabling work environment and individual motivation were the significant predictors of job satisfaction. The regression equation for predicting performance in KCSE

4.5 Classroom Visitation

The second research item that was considered was the classroom visitation and KCSE performance. In order to effectively study this, the researcher used a Likert scale, in which statements were rated from Strongly Agree (SA), Agree (A), undecided (U) Disagree (D) and Strongly disagree S(D). the findings were summarized in the table below.

Statement	SA	A	U	D	SD	Mean	S. Dev
There is a high correlation between principal's level of classroom visitation and school's performance in KCSE	55	21	14	10	5	3.1	1.05
The principal should conduct classroom visitations DAILY to achieve a high performance in KCSE by a school	57	30	12	8	6	2.9	0.8
The principal should conduct classroom visitations WEEKLY and NOT more frequently to achieve a high level of school's performance in KCSE	35	35	20	9	6	2.8	0.7
The principal should conduct classroom visitations MONTHLY and NOT more frequently to achieve a high performance in KCSE by the school	20	20	15	5	40	2.4	1.01
The principal should conduct classroom visitations TERMLY and NOT more frequently to achieve school's performance in KCSE	16	14	28	22	30	3.1	1.1

From the above findings, is very clear that respondents preferred daily class room visitation as over 87 (76%) felt that it can boost school's performance in KCSE. Conversely, the respondents did not seem to favour statements that to limit the frequency of classroom visitation. It was evident in the above summary that 56 (51%) of the respondents disagreed or strongly Disagreed with the statement that The principal should conduct classroom visitations TERMLY and NOT more frequently to achieve school's performance in KCSE.

Correlational classroom visitation and School's Performance in KCSE

In order to determine the relationship between classroom visitation and school's performance in KCSE, the researcher ran a two-tailed Pearson's product moment correlational analysis. The finds were captured in the table below:

		Performance in KCSE
There is a high correlation between principal's level of classroom visitation and school's performance in KCSE	Pearson Correlation, Sig. (2-tailed) N	.673(***) 110
The principal should conduct classroom visitations DAILY to achieve a high performance in KCSE by a school	Pearson Correlation, Sig. (2-tailed) N	.575(***) 110
The principal should conduct classroom visitations WEEKLY and NOT more frequently to achieve a high level of school's performance in KCSE	Pearson Correlation, Sig. (2-tailed) N	.712(***) 110
The principal should conduct classroom visitations MONTHLY and NOT more frequently to achieve a high performance in KCSE by the school	Pearson Correlation, Sig. (2-tailed) N	.634(***) 110
The principal should conduct classroom visitations TERMLY and NOT more frequently to achieve school's performance in KCSE	Pearson Correlation, Sig. (2-tailed) N	.567(***) 110

* Correlation is significant at the 0.05 level (2-tailed)

From the above findings, Daily Class room visitation was significantly and positively correlated Schools' performance in KCSE. The study therefore, found that the more frequent the classroom visitation by the school principal, the higher the performance in KCSE.

The researcher went on to conduct a Stepwise regression analysis was carried out on customer satisfaction and the independent variable. The results in Table 4.21 display R, R squared, adjusted R squared, and the standard error. The unstandardised and standardized coefficients are also presented as are the coefficients of the estimated regression model. The variance inflation factor (VIF) is also presented. In addition, the table lists the excluded variables and corresponding β values.

Model	R	R Squared	Adjusted R squared	Standard Error of
1	.571(a)	.395	.395	224
2	.649(b)	.451	.451	20.6
3	.667(c)	.445	.445	20.45
4	.682(d)	.465	.465	19.34

- * a) The principal should conduct classroom visitations DAILY to achieve a high performance in KCSE by a school
- *b) The principal should conduct classroom visitations DAILY to achieve a high performance in KCSE by a school
- *c) The principal should conduct classroom visitations MONTHLY and NOT more frequently to achieve a high performance in KCSE by the school
- *d) The principal should conduct classroom visitations TERMLY and NOT more frequently to achieve school's performance in KCSE

The stepwise multiple regression analysis was used to test if the eight prerequisites classroom visitation by the principal significantly predicted performance in KCSE. The results of the regression indicated that the four predictors, four significantly explained 45.2% of the variance in KCSE performance (adjusted $R^2 = .452$, $F(4,172) = 37.304$, $p < .001$). It was found that Classroom visitation significantly predicted KCSE Performance ($\beta = .447$, $p < .001$); even weekly visits were also significant ($\beta = .459$, $p < .001$); monthly visits were not as significant with a ($\beta = .356$, $p = .001$); as well as termly visits ($\beta = -.251$, $p < .013$)

Other prerequisites were excluded because they were not found to be statistically significant in predicting Performance of KCSE. The model had daily classroom by the principal, weekly classroom visits by the principal, and monthly classroom visits. Thus, from the above table the following model on customer satisfaction was derived

Conclusion

The findings of the study suggested that supervision is a combination of process, procedures and conditions designed to advance the work effectiveness of individuals and groups. The study concluded that Principals checking of syllabus coverage significantly influences students' performance in the KCSE.

The study concluded that the frequency of classroom visitation /observation significantly affects pupil's performance in the KCSE concurring with Gachoya (2008) that when the head teacher makes classroom visitation he or she is able to have insight into the actual instructional practices through quality bench marking, hence influences students' performance. In terms of checking of teachers professional records of work by Principals

The study concluded that Principals who consistently checked teacher's records of work significantly influences student's performances. Finally, the study concluded that checking of teachers' record of work, classroom visitation/observation, ensuring syllabus coverage, and provision of learning materials for students by the Principals significantly influences students' performance in Kenya certificate of primary education (KCSE) in Kisumu Central Sub County

Recommendations of the Study

The study findings came up with the following recommendations:

- i. The Principal should enforce the preparation of professional documents by teachers. This will have the effects of adequate planning, organization, and execution of obligation.
- ii. Principals should enhance the practice of classroom observation as instructional supervisory tool for the realization of their mandates.

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