Principal's Instructional Supervisory Roles on Students Academic Performance in Public Secondary Schools of North Pokot Sub County, Kenya

By

Peter Amei; Sr. Dr. Elizabeth Piliyiesi, E & Dr. Jared Anyona

Abstract

The aim of this study was to investigate the principal’s instructional supervisory roles on students’ academic performance in public secondary schools in North Pokot Sub County, Kenya. The study was guided by the following research questions: How have principals’ instructional supervisory roles enhanced students’ academic performance in North Pokot Sub County? To what extent have empowerment strategies helped principals improve their instructional supervisory roles in enhancing students’ academic performance in North Pokot Sub County? What challenges do principals face in carrying out their instructional supervision towards students’ academic performance in North Pokot Sub County? What measures have principals come up with to cope with challenges of instructional supervision in order to enhance students’ academic performance in North Pokot Sub County? The study used a mixed method design, specifically a concurrent triangulation design. The target population for the study constituted 800 students, 8 principals 80 teachers and 1 Sub County Quality Assurance and standards officer. The researcher used probability (simple and stratified) and non-probability (purposive) sampling techniques in determining the sample size of the participants. Data was collected through questionnaires, interview guide and document analysis guide. Quantitative data was analysed using descriptive statistics (frequencies, means and standard deviations) using SPSS Version 21 while qualitative data was summarized in themes and presented in narrative form as well as raw data excerpts. Ethical considerations were upheld and maintained during the study. The findings of the study indicated that majority of teachers and students agreed that principal’s conducts regular observation of lessons with teachers of various subjects, Principals signs professional documents and corrects members where necessary; Principals organize workshops, conferences, seminars to tackle instructional problems identified by the subject members; Principals encourages co-teaching and mentoring teachers and students in schools and Principals encourage teachers to attend in-service training. However, principals as supervisors had not taken relevant trainings and there was inadequate teaching and learning resources in schools. Hence, principals delegate duties to teachers in checking student’s notes and making of schemes of work in schools and schools have a follow-up academic program in schools. The study concluded that principal’s conducts regular observation of lessons with teachers of various subjects; Principals signs professional documents and corrects members where necessary and Principals organize classroom visits towards internal inspection and discuss findings with members. Principals encourage co-teaching and mentoring teachers and students in schools and Principals encourage teachers to attend in-service training. Finally the study recommended that Ministry of Education (MoE) must sensitize principals and the teachers on the importance of having updated teachers’ professional records and documents towards implementation of the curriculum and Ministry of Education (MoE), TSC as well as other professional bodies in the education sector to develop periodic capacity building workshops for principals and teachers on instructional supervision practices that enhance students’ academic achievement in schools.

Key words: Kenya, North Pokot Sub County, principal’s instructional supervisory roles, academic performance, internal inspection & in-service training
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By

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Background and Introduction

Supervision is an administrative activity whose strategy is to stimulate teachers towards greater pedagogical effectiveness and productivity. Through supervision, effective curriculum delivery is enhanced, hence quality education (KESI, 2011). Glickman et al. (2017) defines supervision as the act of directing, assessing, overseeing, and evaluating employees in order to achieve the organizational goals. Glickman et al., further add that, it is the link between the needs of the teacher and the goals of the organization, through work done harmoniously to achieve the school’s vision. According to Archibong (2012) instructional supervision is a process that concentrates on instruction and how teachers can improve their instructional skills in order to be able to enhance their professional growth. Today supervision is seen as a two-way undertaking in which supervisors and supervisees dialogue with an intention of improving instruction which logically should be geared towards improving student learning and success in school (Zepeda, 2015).

Globally, Simin (2015) in their study on instructional leadership among principals in vocational and technical schools in Kuala Lumpur found out that the principals practicing instructional leadership is one of the factors that influence the behaviour of teachers. However, it is not easy to urge the teachers to move away from their status quo. Thus, the instructional leader should be creating school environment that is conducive as well as providing a significant impact in guaranteeing students’ excellence (Alimuddin, 2010). Previous findings found that principals practicing instructional leadership can create a safe and conducive learning environment through the collaboration between teachers, students and community as well as provide opportunities for students to learn, promoting cooperation with teachers, students and local communities (Jameela, 2012). While Shafinaz (2017) and Yusri (2012) found that the efficacy of teachers can also be increased with practice of instructional leadership to manage education changes. With high efficacy in education changes, teachers will be more prepared to accept changes. When the teachers’ efficacy is successfully influenced by instructional leadership, the commitment of teachers also can be improved.

In Africa, head teachers are scarcely prepared for their leadership tasks (Bush and Oduro, 2010). Ozuruoike et al., (2011) study on public schools in Nigeria indicates that many principals have not considered their styles and types of leadership as determinants of teachers’ job performance in their schools. Hence, they further pointed out that some of principals seem to find it difficult to effectively administer their schools. As such, leadership styles and types occupy an important position in school management in Nigeria. On the other hand Yuguda and Jailani (2014) study assessed the general roles of school supervisors in improving teaching quality and effectiveness of schools supervisions in Nigeria. They suggested that supervisors as
catalysts should facilitate the implementation of the various sets of roles which will improve the teaching-learning situation in the input-process. This was geared towards an effective, viable, vibrant and qualitative educational system. Hence, the supervisor must seek for genuine cooperation and concern, positive and acceptable disposition among the teachers and their subordinates.

In Kenya, Kimeu (2010) asserts that overall high performance would be realized in schools if head teachers carry out their instructional supervision role. Among this should be included checking of learners’ books to ascertain that lesson notes are taken and checking is done by subject teachers, assignments given are marked and corrected, and class attendance by the teacher is evident. The head teacher should regularly and randomly interact with pupils and call for their exercise books to ascertain that they are regularly given tasks by their subject teachers and their books are checked, marked and corrected. He concluded that many schools are brought down by poor management. The current study ascertained the principals’ instructional supervision on learners’ performance in Pokot North Sub County for the purpose of generalization.

Irungu (2013) study sought to determine the influence of head teachers’ instructional supervisory role on pupils’ performance in KCPE in Kahuro District. The target population for the study was the head teachers and teachers in all primary schools in the district and the District Quality Assurance and Standards Officer. The study found out that the head teachers rarely engaged in class observation visits. All the head teachers confirmed that teachers in their schools prepared lesson plans. The teachers equally confirmed that the head teachers supervised and observed the activity of lesson plan preparation in their schools. The head teachers confirmed that they assessed pupils’ notebooks regularly. The responses by the head teachers showed that most of them deemed the teaching and learning materials provision for the schools as inadequate. The current study bridged the gap on head teacher’s inadequacy in engaging in frequent class visits.

Wanzare (2012) study regarding instructional supervision practices and procedures in secondary schools in Kenya revealed that teachers studied, in general, perceived that some instructional supervisors often used classroom observations as occasions for parading teachers’ short-comings and as fault-finding exercises aimed at catching teachers on the wrong and, as a result, teachers did not benefit from classroom observations. According to Richardson, (2011), low commitment of teachers impedes principals’ effort to implement daily school activities and programs that provides an environment that is conducive and supportive to high student achievement. Low teacher commitment leads to chronic absenteeism, poor lesson attendance, disobedience to school rules and regulations and failure to monitor student progress. In most cases, because of low motivation, teachers become effective when they are paid for extra coaching of students. The head teacher acts like a company chief executive officer. He/she coordinates and controls all the activities in the school either directly or indirectly through delegation. Whichever the case, his/her physical presence in the school is important in order to supervise all the managerial aspects (Reche, Bundi, Riungu & Mbugua, 2012). The major duties and responsibilities of school heads include; holding staff meetings to facilitate coordination of
various activities in the school, checking teachers’ schemes of work and lesson plans and internal supervision of curriculum implementation through physical observation of teachers’ while lessons are in progress. All these functions require the school head to be physically present in the school.

The major parameter used to measure educational output in performance is examinations. Performance is achieved after various inputs are placed in an educational process. These inputs include the student, the teacher, teaching- learning resources, the school facilities and the school environment. A healthy interaction of the given inputs results into good performance. The instructional supervisory process in North Pokot Sub county public secondary schools, however, has been questioned owing to the poor performance in national examinations. This public outcry is what prompted this study to be carried out in order to determine the influence of the principals’ supervisory roles on quality teaching and learning of students North Pokot Sub-County, as indicated in Table 1. Such a problem should be looked into, since the place of instructional supervision in education cannot be over emphasized in the economic development of a nation. Kenya National Examination Council (KNEC) report 6 (2009) on Kenya Certificate of Secondary Education (KCSE) showed that there was poor academic performance in schools, which is a cause of concern despite principals undergoing KEMI diploma training as shown in table 1.

Table 1: North Pokot Sub County KCSE Performance from 2016-2019

<table>
<thead>
<tr>
<th>School</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holy Cross Boys</td>
<td>4.123</td>
<td>5.7</td>
<td>4.167</td>
<td>4.206</td>
</tr>
<tr>
<td>Kasei Boys</td>
<td>4.13</td>
<td>4.13</td>
<td>Y</td>
<td>2.098</td>
</tr>
<tr>
<td>Konyao Mixed</td>
<td>3.21</td>
<td>4.625</td>
<td>4.3</td>
<td>3.824</td>
</tr>
<tr>
<td>St. Annes Girls</td>
<td>5.09</td>
<td>3.6</td>
<td>3.557</td>
<td>2.785</td>
</tr>
<tr>
<td>St. Combony Boys</td>
<td>5.43</td>
<td>4.011</td>
<td>3.219</td>
<td>3.194</td>
</tr>
<tr>
<td>Alale Girls</td>
<td>6.41</td>
<td>3.814</td>
<td>2.829</td>
<td>3.217</td>
</tr>
<tr>
<td>Konyao Bora Lee</td>
<td>New</td>
<td>2.311</td>
<td>2.471</td>
<td>1.895</td>
</tr>
</tbody>
</table>

Source: West-Pokot County Director of Education Office

The poor performance, as shown by the mean score of schools at mean grade D+ and below, causes many cries and concerns to the stakeholders and students in particular. Poor academic performance in schools is a clear indication that problems exist in the principals’ supervision of teaching and learning process. Poor academic achievement of students raises concern as to whether instructional supervision has positive influence on the student’s academic achievement. It is therefore essential to update skills and improve competence through training of principals. In this case, a good environment is created and the productivity of the teachers is likely to improve guaranteeing the organization a competitive advantage. Various studies in Kenya have investigated the influence of Kenya Education Management Institute (KEMI) training on the...
effectiveness of administrative practices executed by school managers (Akinyi, 2016; Musembi, 2016). Njenga (2012) correlated KEMI training to curriculum implementation and revealed that the content of curriculum management training was inadequate. It is on this note that the researcher sought to investigate on the principals’ instructional supervisory roles on students’ academic performance in public secondary schools of North Pokot sub county, West-pokot County, Kenya.

Statement of the Problem
The principals supervision practices are important in shaping the school’s organizational climate and the students ‘academic performance. The roles and responsibilities of school principals are vital to the function of individual schools. The performance of secondary school system is influenced by how the quality instructional supervisions activities are done to ensure effective curriculum implementation. In spite of the societal demand for quality assurance in education and the need for thorough instructional supervision practices in schools, there is a growing concern about the realization of secondary school objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. This has led to steady decline in teachers’ instructional task performance and students’ academic performance thereof. This situation is worse in North Pokot Sub County as student’s performance in national examinations remain poor every academic year. Thus, this study investigated on principals instructional supervisory roles on students ‘academic performance in public secondary schools in North Pokot Sub County and suggest possible interventions and strategies for improvement.

Theoretical Framework
This study adopted psychological theory of supervision explored by Planturroot (2006). According to Planturroot within an organization there’s a body of people where at least one person stands out as the leader or the one who supervises the rest of the body. Usually someone has appointed this person. In order for one to have a purposeful organization, someone within should oversee the transitional processes of that organization. The supervisor is the overseer in most organizations and many times delegate duties to others within the organization. In educational institutions Planturroot (2006) explains that supervisors seek to improve schools, classroom instruction, and the growth of the organizational body by using one or more of the three philosophies namely: (i) essentialism (ii) experimentalism and (iii) existentialism. These three philosophies determine the manner in which the supervisor will direct the body of the organization. This study is going to build on the three philosophies because the strengths of each are useful for the principals’ instructional supervisory roles. These philosophies also complement each other in their limitation, bringing in a positive blend for instructional supervision in school.

Essentialists argue that schools should transmit the traditional moral values and intellectual knowledge that students need to become model citizens. They maintain that classrooms should be controlled by the teacher who ideally serves as an intellectual and moral role model for the students. Essentialism is applicable to supervision because it emphasizes the principal as the person who teaches truths about teaching and learning to teachers. Principals
who are instructional supervisors are those most knowledgeable educators about curriculum and standards. A supervisor who possesses the essentialist philosophy meets individual teachers to help them grow and develop in their instructional practices. This philosophy has been criticized for adopting an authoritative kind of leadership by being too traditional and rigid in its approach.

Dewey (1920) in rejecting the essentialist philosophy and practice of traditional education set a new type of philosophy known as experimentalism. Experimentalist therefore views knowledge as a result of the interaction between the scientific people in this case a teacher and his /her students. Dewey applied experimentalist thinking to supervision. Principals who are the immediate supervisors of teachers view schools as laboratories for working with teachers to achieve collective ends that will help everyone. The principals involve teachers in his or her instructional supervision strategies. Collegial supervision is preferred method where principals work with teachers to explore the best and relevant instructional practices. Teachers are involved in planning and executing the planned instructional supervision programs. Supervision becomes developmental in nature because it encourages the involvement, and collective action of teachers. In this case instructional supervisors who utilizes the experimentalist approach, allows teachers to test old ideas and try new ones. While this philosophy has helped to fill the gap of collective approach and teacher involvement in instructional supervision it leaves out the non–directional approach to supervision.

Existentialism is a school of thought that was derived from the rejection of essentialism and experimentalism. Existentialism was born in nineteenth century in Europe. The proponents of this philosophy are diverse thinkers such as Soren Kierkegaard (1813-1855) and Fredrick Nietzsche (1811-1900). They argue that essentialist and experimentalism do not adequately respect the unique concerns of each individual. Humans are totally free not to be shaped by others or restricted by the changing times. They hold within themselves the capacity to form their own destiny (Glickman et al., 2010). In applying existentialism to supervision, the individual teacher is respected for his individual choice. In this case the principal provides an environment that enables the teacher to explore his or her own physical and mental capabilities. The instructional supervisor has to understand that learning is self –paced, self-directed and includes a great deal of individual contact with the teacher. The principal therefore uses the non-directional informational strategy approach where he listens to staff and offer help when needed.

The strengths that essentialist brings in to supervision is the direct control of teachers to deliver tested knowledge through tested teaching methods. Teachers therefore get direct assistance from principals through clinical supervision. Experimentalism which is centred on human experience brings in the collegial approach. Collegial and team building between principals and teachers in planning instructional supervision in schools is one of its strengths. Existentialism promotes human dignity and the uniqueness of every individual. The weakness of experimentalism was the fact that resources can be wasted when trying new ideas every now and then and sometimes those new ideas might remain unutilized. Existentialism once not checked can be subjective in contribution especially if an individual is not mature and does not possess a high level of concern for the common good. The psychological theory was relevant to this study because it provided the three aspects of instructional supervision for the principals namely
directional, collegial and non-directional approaches. This theory was applicable because the principal is the chief supervisor in schools and has the responsibility to oversee all the educational processes for the purpose of achieving the goals of the schools.

Conceptual Framework

![Diagram of Conceptual Framework](source: Researcher, 2020)

**Independent variables**

- Supervisory instructional roles of Principals
  - Observation of lesson, Visits to classrooms & checking of teachers professional documents
  - Impromptu visits to classrooms
  - Monitoring of students’ academic progress
  - Induction of new teachers & In-service training of Teachers

**Dependent variables**

- Students’ academic performance
  - Good performance in Internal Exams and KCSE
  - Improved grades for Quality University Intake

- Government policies, plans & quality assurance and standards
- Basic supervision skills, Conceptual skills

**Intervening variables**

Figure 1 A Framework on principal’s instructional supervisory roles on students’ academic performance (Source: Researcher, 2020)

Research Design and Methodology
The study adopted concurrent triangulation design, an approach to inquiry that combines both quantitative and qualitative designs as proposed by Creswell and Clark (2011). Within this model, phenomenological and complementary quantitative data are collected concurrently in order to cross-validate or to confirm findings (Warfa, 2016). Mixed methods research design has been adopted as a valid alternative to either quantitative or qualitative research designs because it offers rich insights into the complex phenomenon (teenage pregnancy) being studied and would allow capture of information that would otherwise have been missed could mono method design been used. The sample in the study was generated by both probability and non-probability (purposive) sampling approaches. Data collection instruments used in the study was questionnaire, interview guides and document analysis guide. Reliability of quantitative instruments and trustworthiness of qualitative instruments was determined by administering the instruments to a pilot sample and making adjustments and corrections on the items. The data was analysed descriptively by frequencies distributions. For qualitative data, the researcher transcribed, did a content analysis of the interview transcripts, checked lists to come up with codes, categories and themes and presented them in form of themes supported by raw data excerpts/quotes.

Findings of the Study
The Section shows results and discussions on principals’ instructional supervisory roles on students’ academic performance in North Pokot Sub County as shown in Table 6.
### Table 2 Principals’ instructional supervisory roles on students’ academic performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>P</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Princials conducts regular observation of lessons with teachers</td>
<td>S</td>
<td>2(2.6)</td>
<td>0(0.0)</td>
<td>7(9.0)</td>
<td>30(38.5)</td>
<td>39(50.0)</td>
</tr>
<tr>
<td>of various subjects to evaluate their activities</td>
<td>T</td>
<td>0(0.0)</td>
<td>1(3.2)</td>
<td>0(0.0)</td>
<td>24(77.4)</td>
<td>6(19.4)</td>
</tr>
<tr>
<td>Principal signs professional documents and corrects members where necessary</td>
<td>S</td>
<td>1(1.3)</td>
<td>1(1.3)</td>
<td>10(12.8)</td>
<td>24(30.8)</td>
<td>42(53.8)</td>
</tr>
<tr>
<td>T</td>
<td>1(3.2)</td>
<td>0(0.0)</td>
<td>1(3.2)</td>
<td>14(45.2)</td>
<td>15(48.4)</td>
<td></td>
</tr>
<tr>
<td>Principal organizes classroom visits towards internal inspection and</td>
<td>S</td>
<td>2(2.6)</td>
<td>1(1.3)</td>
<td>6(7.7)</td>
<td>38(48.7)</td>
<td>31(39.7)</td>
</tr>
<tr>
<td>discusses findings with members</td>
<td>T</td>
<td>1(3.2)</td>
<td>0(0.0)</td>
<td>7(22.6)</td>
<td>19(61.3)</td>
<td>4(12.9)</td>
</tr>
<tr>
<td>Principal monitors students’ academic progress principals and have</td>
<td>S</td>
<td>2(2.6)</td>
<td>0(0.0)</td>
<td>10(12.8)</td>
<td>30(38.5)</td>
<td>36(46.2)</td>
</tr>
<tr>
<td>programs for induction of new teachers</td>
<td>T</td>
<td>0(0.0)</td>
<td>0(0.0)</td>
<td>5(16.1)</td>
<td>16(51.6)</td>
<td>10(32.3)</td>
</tr>
<tr>
<td>Principal organizes workshops, conferences, seminars to tackle</td>
<td>S</td>
<td>2(2.6)</td>
<td>6(7.7)</td>
<td>13(16.7)</td>
<td>30(38.5)</td>
<td>27(34.6)</td>
</tr>
<tr>
<td>instructional problems identified by the subject members</td>
<td>T</td>
<td>0(0.0)</td>
<td>1(3.2)</td>
<td>10(32.3)</td>
<td>12(38.7)</td>
<td>8(25.8)</td>
</tr>
<tr>
<td>Principal encourages teachers to use appropriate teaching materials and</td>
<td>S</td>
<td>1(1.3)</td>
<td>1(1.3)</td>
<td>3(3.8)</td>
<td>21(26.9)</td>
<td>52(66.7)</td>
</tr>
<tr>
<td>dynamics (methods) in teaching</td>
<td>T</td>
<td>0(0.0)</td>
<td>1(3.2)</td>
<td>10(32.3)</td>
<td>11(35.5)</td>
<td>9(29.0)</td>
</tr>
<tr>
<td>Principal invites subjects specialists and resources to help teachers</td>
<td>S</td>
<td>1(1.3)</td>
<td>8(10.3)</td>
<td>7(9.0)</td>
<td>35(44.9)</td>
<td>27(34.6)</td>
</tr>
<tr>
<td>and students improve in performance</td>
<td>T</td>
<td>0(0.0)</td>
<td>1(3.2)</td>
<td>5(16.1)</td>
<td>21(67.7)</td>
<td>4(12.9)</td>
</tr>
<tr>
<td>Principal promotes cooperation among teachers and students</td>
<td>S</td>
<td>0(0.0)</td>
<td>1(1.3)</td>
<td>4(5.1)</td>
<td>28(35.9)</td>
<td>45(57.7)</td>
</tr>
<tr>
<td>T</td>
<td>0(0.0)</td>
<td>1(3.2)</td>
<td>5(16.1)</td>
<td>16(51.6)</td>
<td>9(29.0)</td>
<td></td>
</tr>
<tr>
<td>Principal ensures proper lesson attendance by teachers</td>
<td>S</td>
<td>1(1.3)</td>
<td>0(0.0)</td>
<td>9(11.5)</td>
<td>25(32.1)</td>
<td>43(55.1)</td>
</tr>
<tr>
<td>T</td>
<td>1(3.2)</td>
<td>0(0.0)</td>
<td>2(6.5)</td>
<td>16(51.6)</td>
<td>12(38.7)</td>
<td></td>
</tr>
</tbody>
</table>

*Key: P=Participants, S=Students and T=Teachers; Students n=78 and Teachers n=31*
As shown in Table 6 above, students and teachers were asked in the questionnaire to indicate their views on whether principals conduct regular observation of lessons with teachers of various subjects to evaluate their activities. For students, 39(50.0) strongly agreed and 30(38.5) agreed while 2(2.6) strongly disagreed, with 7(9.0) not sure to the statement that principals conducts regular observation of lessons with teachers of various subjects to evaluate their activities. Majority of students (88.5%) were strongly in agreement that principal’s conducts regular observation of lessons with teachers of various subjects to evaluate their activities which have a direct influence on students’ academic achievement in secondary schools. For the teachers, 24(77.4) agreed and 6(19.4) agreed while 1(3.2) disagreed that principal’s conducts regular observation of lessons with teachers of various subjects to evaluate their activities; hence majority of teachers (96.8%) were strongly in agreement that principal’s conducts regular observation of lessons with teachers of various subjects to evaluate their activities that enhance students’ academic achievement in secondary schools. The principals should routinely be able to observe subject teachers while they actively teach in the classes. This ensures that teacher’s preparation is up dated and at the same time it ensures that teachers use the right teaching methodologies and teaching and learning resources in their delivery of their lessons. The observation creates confidence in the teachers towards their mastery of content hence being able to manipulate the content and the syllabus at large hence causing an improved academic achievement in students. In lesson observation principals should treat the teachers as friends and not take the exercise as a witch hunt process. This all processes are in line with the Ministry of education set guidelines.

According to Kimeu (2010) asserts that overall high performance would be realized in schools if head teachers carry out their instructional supervision role. Among this should be included checking of learners’ books to ascertain that lesson notes are taken and checking is done by subject teachers, assignments given are marked and corrected, and class attendance by the teacher is evident. The head teacher should regularly and randomly interact with pupils and call for their exercise books to ascertain that they are regularly given tasks by their subject teachers and their books are checked, marked and corrected. He concluded that many schools are brought down by poor management. However, Fullan and Hargreaves (2015) quoting Hosack-Curlin (2004) note that principals make their own assessment of the individuals and groups being supervised and also make strategies to meet the statutory requirements through locally derived policies and regulations rather than strict adherence to the stipulated measures. Hazi and Rucinski (2016) argue that, in the process of observing standards, the principals are expected to report accurately and impartially on their staff members in annual reports or when evaluating a teacher’s capacity to the post of responsibility. This includes strong and weak points of every teacher in regards to the expectations as stipulated in the rules (Fullan, 2014).

Most principals interviewed indicated that supervision has a positive impact as teachers strive to meet their objectives hence the same benefit extends to learners. Programmed supervision will have a positive impact in the entire sub county. Supervision activities contributes positively towards academic achievements of students as it ensures timely syllabus coverage; facilitate systematic instructional approach, encourage variation of instructional strategies, leads to design
of remedial programmes and both teachers and students get to do their best as a constant reminder to good performance. Teachers do their right thing when being observed rather than disgrace with unnecessary stories –unprepared. Content delivery is up to date when teachers are supervised and adds value to student performance, reduces staff and students absenteeism and enhances good concentration by staff and students in schools. The finding concurs with Yuguda and Jailani (2014) study assessed the general roles of school supervisors in improving teaching quality and effectiveness of schools supervisions in Nigeria. They suggested that supervisors as catalysts should facilitate the implementation of the various sets of roles which will improve the teaching-learning situation in the input-process. This was geared towards an effective, viable, vibrant and qualitative educational system. Hence, the supervisor must seek for genuine cooperation and concern, positive and acceptable disposition among the teachers and their subordinates.

On document analysis guide it was revealed that most schools conform to ministry of education guidelines by having the following documents that enhance principals’ instructional supervision in schools: schools had attendance registers that teachers and support staff checked in and out of school; schemes of work were available, prepared termly and endorsed by Heads of departments and principals for use however, it was noted that some teachers follow it while teaching and others did not; lesson plans were available but not used frequently; record of work book was updated, however, sometimes they were not signed by principals. The finding concurs with Dangara, (2015) who established that regular instructional supervision using robust supervision strategies like checking of students’ notebooks, classroom visitation/inspection by school administrators, checking teachers’ lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers’ performance and academic achievement of students in Secondary schools.

The findings in Table 6 show that, 42(53.8) of students in North Pokot Sub County strongly agreed and 24(30.8) agreed, with 10(12.8) not sure while 1(1.3) disagreed and 1(1.3) of respondents strongly disagreed that Principals signs professional documents and corrects members where necessary. A majority of students 84.6% were in agreement that Principals signs professional documents and corrects members where necessary. Among the teachers, 15(48.4) strongly agreed and 14(45.2) agreed, with 1(3.2) not being sure while 1(3.2) strongly disagreed that Principals signs professional documents and corrects members where necessary. The results showed that majority of teachers 93.6% had a view that Principals signs professional documents and corrects members where necessary. The principals of schools should make it a routine to look at the professional documents that teachers use in their quest to implement the instructional curriculum. Professional documents such as schemes of work, record of work book, class registers, lesson plans among others should be thoroughly scrutinized as they propel curriculum implementation for better academic results. This act enhances teacher adequate preparation before going to class hence a manifestation of good content delivery to students and eventually good academic achievement. This finding concurs with Irungu (2013) study that sought to determine the influence of head teachers’ instructional supervisory role on pupils’ performance in KCPE in Kahuro District.
The target population for the study was the head teachers and teachers in all primary schools in the district and the District Quality Assurance and Standards Officer. The study found out that the head teachers rarely engaged in class observation visits. All the head teachers confirmed that teachers in their schools prepared lesson plans. The teachers equally confirmed that the head teachers supervised and observed the activity of lesson plan preparation in their schools. The head teachers confirmed that they assessed pupils’ notebooks regularly. The responses by the head teachers showed that most of them deemed the teaching and learning materials provision for the schools as inadequate. The current study bridged the gap on head teacher’s inadequacy in engaging in frequent class visits.

Most principals interviewed indicated that the professional documents checked in schools were: approving schemes of work, lesson notes, student progress record, lesson plans, school admission registers, student marked books, mark list, timetables, class text books, record of work book ,departmental minutes, other documents are discipline books, health records, TPAD, Arrival/Departure book, Health records and occurrences book by TOD. The professional documents are usually checked fortnightly, weekly, monthly and termly. Teachers have been sensitized to avoid seeing the process as a fault finding process. The principals visit classes weekly based on drawn observation timetable. Student reaction is mixed depending on the subjects. Teachers are positive for they know it’s their professional obligation as they are recorded in TPAD. For schemes: Dead line agreed upon during the closing of term and submitted for signing on opening date of terms. Some teachers not at ease with checking, some avoid presenting their documents for they are incomplete.

The result was in line with Gakuya (2013) study, sought to find out the influence of head teachers’ instructional supervision practices on students’ performance in Mathematics in Nyandarua, Kenya. The study used a sample of 17 schools, 17 principals and 34 teachers. Data were collected using questionnaires for both head teachers and teachers. The findings showed that Head teachers supervised schemes of work, lesson notes and the entire syllabus coverage. However, inspection of students’ notes was low thus could be a predictor of poor performance in Mathematics since the lesson notes are an indicator of the quality of a teacher’s input. The study also found that insufficient time was the greatest challenge to implementing effective instructional supervision.

From the results, 38(48.7) of students agreed, 31(39.7) strongly agreed, with 6(7.7) were not sure while 2(2.6) strongly disagreed and 1(1.3) disagreed that Principals organizes classroom visits towards internal inspection and discusses findings with members. Most students (88.4%) were in agreement that Principals organizes classroom visits towards internal inspection and discusses findings with members, an indication that most principals perform their instructional supervision duties in schools as laid down by the ministry of education. From the data collected from teachers, 19(61.3) agreed and 4(12.9) strongly agreed, with 7(22.6) not sure while 1(3.2) strongly disagreed that Principals organizes classroom visits towards internal inspection and discusses findings with members.

Majority of teachers (74.2%) were in agreement that Principals organizes classroom visits towards internal inspection and discusses findings with members, an indication that
principals routinely do their supervisory duties hence visit classrooms to check if students are learning effectively. The principals in schools have to run up and down in ensuring that internal and school based inspection of teaching and learning process is done to ensure that teachers prepare before they go to class to teach. Most principals interviewed said that they make impromptu visits in classrooms to supervise curriculum implementation; check school discipline, staff and students’ class attendance, checking learners’ exercise books and enquiring if students have issues with teachers. Done weekly by first informing the teacher concerned; invite HOD to observe a teacher in his/her department students reaction, classrooms observation is a culture embraced by all teachers and students are active ,participate well in class. However, some teachers resist saying,” There can never be two teachers in class, the principal can teach or he goes out” whereas some teachers are not comfortable, they feel nervous.

In document analysis guide it was noted that schools had master timetable and departmental timetables displayed for use, teachers’ notes were available, updated and used in lessons, though students had notes and assignments were done regularly, checking of notes and marking of assignments was not done regularly. The merit lists for internal and external examinations were available and displayed and teachers’ mark books were available, displayed mean scores and subject targets were met. These were strong indicators of proper curriculum implementation in schools. The finding concurs with Wanzare (2012) study regarding instructional supervision practices and procedures in secondary schools in Kenya revealed that teachers studied, in general, perceived that some instructional supervisors often used classroom observations as occasions for parading teachers’ shortcomings and as fault-finding exercises aimed at catching teachers on the wrong and, as a result, teachers did not benefit from classroom observations.

According to Richardson, (2011), low commitment of teachers impedes principals’ effort to implement daily school activities and programs that provides an environment that is conducive and supportive to high student achievement. Low teacher commitment leads to chronic absenteeism, poor lesson attendance, disobedience to school rules and regulations and failure to monitor student progress. In most cases, because of low motivation, teachers become effective when they are paid for extra coaching of students. Hallinger and Heck (2010) emphasized the importance of enhancing teachers’ commitment to student learning because the lack of it causes problems to the school leader hence contributing to low student achievement. Therefore, principals must adopt leadership strategies that would enhance their leadership capacities in this era of education reforms.

From the results, 36(46.2) of students strongly agreed and 30(38.5) agreed while 2(2.6) strongly disagreed, with 10(12.8) not sure that Principals monitors students' academic progress and have programs for induction of new teachers. The finding shows that the majority students (84.7%) were strongly in agreement that Principals monitors students' academic progress and have programs for induction of new teachers. From the data collected from teachers, 16(51.6) agreed and 10(32.3) strongly agreed while 5(16.1) not sure that Principals monitors students' academic progress and have programs for induction of new teachers. These indicated that most teachers (83.9%) were in agreement that Principals monitors students’
academic progress and have programs for induction of new teachers. The principal has a serious
duty in ensuring that high standards of students’ academic achievement are upheld by teachers in
their schools. This happens when the principals regularly checks teachers merit mark books,
results analysed by the head of department academics and the follow up activities done in school
during academic clinics. This is in line with Mat Rahimi and MohdYusri (2015) findings that the
principal instructional leadership contributes significantly to the teaching competence of
teachers. Teachers are the main implementing agencies of teaching and learning in the
classroom. The influence of instructional leaders on improving the quality of teaching of teachers
can affect the learning of students.

The findings of Abdul Ghani and Anandan (2012), Zahara and Suria (2011) and Quah
(2011) also show that instructional leadership practices contribute to the quality of student
learning. Instructional leadership has a stronger influence on student learning than
transformational leadership (Abdul Ghani & Anandan, 2012). In line with this importance,
instructional leadership practices play a major role in achieving the main goal of the school in
improving student success. However, Shafinaz (2017) and Yusri (2012) found that the efficacy
teachers can also be increased with practice of instructional leadership to manage education
changes. With high efficacy in education changes, teachers will be more prepared to accept
changes. When the teachers’ efficacy is successfully influenced by instructional leadership, the
commitment of teachers also can be improved.

Most principals interviewed noted that induction of new teachers is done internally-at
department or subject level, externally-at training organized by invited speakers. Some principals
do induction through welcoming new teachers and are informed on professional (conduct
standards) by MOE and employer, informed on teaching and learning standards eg during
lessons, they are handed over to older experienced teachers at departmental levels where they are
given departmental policy per subject, briefing during staff meetings on specific areas and
introduce them to staff during briefings and all students during assembly. New teachers are
assigned to the respective HOD to take them round the school for familiarization, conduct
departmental meeting and assig

The findings in Table 6 show that, 30(38.5) of students agreed and 27(34.6) strongly
agreed while 2(2.6) strongly disagreed, 6(7.7) disagreed, with 13(16.7) of students not sure that
Principals organizes workshops, conferences, seminars to tackle instructional problems identified
by the subject members. This shows that most students (73.1%) were strongly in agreement that
Principals organize workshops, conferences, seminars to tackle instructional problems identified
by the subject members in their respective schools. For teachers, 12(38.7) agreed and 8(25.8)
strongly agreed while 1(3.2) disagreed, with 10(32.3) not sure that Principals organize
workshops, conferences, seminars to tackle instructional problems identified by the subject
members in their schools. The result shows that most teachers (64.5%) were in agreement that
Principals organize workshops, conferences, seminars to tackle instructional problems identified
by the subject members. For teacher professional development principals were to organize

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workshops and seminars that could enhance teacher’s delivery of their content in their subject areas. Also teachers were to understand how to run schools in their individual subject departments as managers as well as understand different learner approaches to put in place for students’ academic achievement.

The principal as the manager of a school should gear himself to pay and send teachers to any of the workshops and seminars organized by the sub county, county and even the national government to enhance teacher’s professional development in their subject areas as well as in management of the schools departments and other duties given by principals to teachers. Majority of principals interviewed said that they send teachers to attend SMASE, music, games, clinics and currently SMASE is on-going for secondary. Such in service programs adds value to teacher delivery of content. In addition teachers undergo in-service training at sub-county level which also adds value to the teacher’s knowledge gaps. Principals send teachers to attend in service courses per subject whenever advertised at sub-county /county /national level. Such sources add value –Teachers who attend such induct fellow departments and share. Some teachers are sent by principals to attend in service courses from Sub County to national levels eg Agriculture at nationals; hence adds value for technical subjects and new ideas, methodologies are seen among teachers.

The result is in line with Mobegi, Ondigi and Oburu (2010), study on Secondary school head teachers’ quality assurance strategies and challenges in Gucha district, Kenya. Principals should take up their roles as quality assurance officers in their schools and to ensure that there is adequate departmental supervision. In Kenya, the code of regulation of teachers requires principals to play an oversight role in the performance appraisal of teachers (TSC code of regulation, 2015). It further states that close supervision of teachers by the principals evaluates teacher performance, promotes professional development for enhanced learning outcomes and improves teachers’ competencies. It also improves teaching standards and helps evaluate teacher training needs. Teacher evaluation reform as stipulated in the National Policy Initiative (2016) gives principals the mandate to develop new competencies around data, curriculum, pedagogy and human capital development. This provides relevant professional development for improved instruction (MOE, 2016).

From the results, 52(66.7) of students strongly agreed and 21(26.9) agreed that Principals encourages teachers to use appropriate teaching materials and dynamics (methods) in teaching while 1(1.3) strongly disagreed, 1(1.3) disagreed, with 3(3.8) of students not sure. This showed a majority 93.6% of students were strongly in agreement that most Principals encourages teachers to use appropriate teaching materials and dynamics (methods) in teaching in their schools to aid proper teaching and learning process to take place. Among the teachers, 11(35.5) agreed and 9(29.0) agreed while 1(3.2) disagreed, with 10(32.3) not sure that Principals encourages teachers to use appropriate teaching materials and dynamics (methods) in teaching in their respective schools.

The findings indicated that 64.5% teachers were in agreement that Principals encourages teachers to use appropriate teaching materials and dynamics (methods) in teaching to enhance teaching and learning process in schools, hence improving students’ academic achievement.
Learning materials and teaching dynamics add value to teacher delivery of content as they make the lesson and its contents flexible for students to understand the lesson without strain. The principals have a duty to ensure that they provide adequate teaching and learning materials such as text books, manila papers, charts, demonstration models in mathematics and science-oriented subjects and provision of laboratory equipment’s and chemicals. Most principals interviewed said that teaching and learning resources have been supplied to schools at the ratio 1.1, the one course book policy per class has saved it equalize the playground. The resources should be optimally used for maximum outcome. Other factors such as staffing also impact learning. Parents should pay school fees on time for purchase of teaching and learning materials on time. Other sources for school monies include CDF, sponsors, donations and church contributions. Resources are contributing to student’s academic performance by about 60%. Other contribution is from self-research, presentation, assignments, discussion, homework and personal problem solving in group as well as field work and excursions. MOE has provided text books. Teachers place extra orders per subject and give students eg sciences. Through procurements from bookshops, some from dealers, e.g CDs, charts, maps, reference. Textbooks received from M.O.E and Good grades among most students improve.

The finding concurs with Mugambi, (2015) study that established there was an association between the school’s performance and its principal’s instructional management practices. Findings also revealed that principals used several approaches in supervising the implementation of instructional practices. Some approaches like use of students to monitor teacher lesson attendance and visiting class to observe a teacher were rarely used. Most principals involved their deputies, and teachers in decision making. Schools faced challenges that include inadequate trained teachers and learning/teaching materials, irregular fees payment, inadequate science laboratories and lack of time to check on the teachers’ and students’ work by principals. Study recommends that the ministry of education provide more learning materials and facilities like science laboratories and libraries.

The findings in Table 6 show that, 35(44.9) of students agreed and 27(34.6) strongly agreed while 8(10.3) disagreed, 1(1.3) strongly disagreed, with 7(9.0) of students not being sure whether Principal’s invites subjects specialists and resources to help teachers and students improve in performance in schools. Most students (79.5%) were in agreement that Principal’s invites subject’s specialists and resources to help teachers and students improve in performance to enhance their professional development in mastery of content hence higher student academic achievement in schools. For teachers, 21(67.7) agreed and 4(12.9) strongly agreed while 1(3.2) disagreed, with 5(16.1) not being sure that Principal’s invites subjects specialists and resources to help teachers and students improve in performance. A majority 80.6% of teachers were in agreement that Principal’s invited subject’s specialists and resources to help teachers and students improve in performance in schools. Teachers upgrading of their knowledge delivery base is significant in addressing the gaps teachers fail to address in the syllabuses; hence when taken for in-service in areas of subject specialists they find it easy to deliver their mastered content to students. Principal 1 in his interview noted that;
Subject specialists are invited to guide teachers and students on matters academic performance. Teachers who attend courses or upgrade their education turn out to be well equipped with professional skills. These teachers will help students to improve in their academic performance.

According to Glickman, Gordon and Ross-Gordon (2017), a long-term objective of supervision is to develop teachers professionally towards a point where the teachers, coached by supervisors, can take complete charge of instructional enhancement. In open ended questionnaire, one teacher (Teacher 5) who represented what appeared like the position of majority said that:

Through in-service programs they are able to attend SMASSE trainings, subject seminars organized by county and sub county education committees. Many principals encourage teachers to frequently attend workshops and occasionally subject specialist is brought to schools to talk to both teachers and students. Also, there is benchmarking to performing schools; they encourage use of ICT programs in classes and encouraging teachers go for further studies. Other staff development programs given to teachers are: Workshops, guests, speakers and seminars, allows them to attend KNEC training, STEM, facilitation of teachers to attend capacity building programs and encouraging team teaching.

Students had varied opinions. One student (Studenty7) noted that:

Principals ensure that teachers attend workshops and seminars; they bring motivational speakers in schools and frequently allow teachers to attend subject specialist seminars and even games clinics. Other staff development programs given to teachers by principals include: teachers in many schools they have team work, on how to monitor and observe some behaviours and abilities of some learners, attending workshop and seminars, mentorship programs, revision books are given, interschool’s workshops, by telling teachers to give students some time to do research in the library, giving out everyday lunch hour CAT to students to test their ability and giving teachers a near place to stay so that they can attend lessons early.

The results agree with Kinyua (2010), who established that head teachers should undergo in-service courses in order to execute their duties as expected. As part of their duties, the head teachers ought to carry out among other duties, practices of instructional supervision including checking, approving and consenting the use of lesson plans and schemes of work prepared by the teachers, ensure the marking, correction as well as checking the learners’ notebooks. In addition, the head teachers as part of their instructional supervisory practices have to make classroom visits to observe teaching-learning practices employed by the teachers and hold periodic academic staff conferences on educational standards. Furthermore, the head teachers have to make available to the teachers the teaching and learning resources that are necessary. With the
above-mentioned roles and responsibilities of teachers, it is important then that they should be empowered. Teacher empowerment in education cannot be underestimated (Calibayan, 2015).

The results from Table 6 show that, 45(57.7) of students strongly agreed, 28(35.9) agreed, 4(5.1) were not sure while 1(1.3) disagreed that Principals promotes cooperation among teachers and students in schools. These findings showed that, majority of students (93.6%) were strongly in agreement that Principals promotes cooperation among teachers and students in schools, hence improved inter student’s relationships and inter teacher relationships in schools thus good delivery of content that ensures improved students’ academic achievement. From the teachers, 16(51.6) agreed and 9(29.0) strongly agreed while 1(3.2) disagreed, with 16(51.6) not sure that Principals promotes cooperation among teachers and students in schools. The 80.6% agreement by teachers showed that most Principals promotes cooperation among teachers and students in schools, hence improved student academic achievement in respective schools.

Teachers and student cooperation in schools improves student confidence, self-esteem and their willingness to learn more from peer teaching hence enhance retention of content delivered that gives students an upper hand to understand the subject and can be able to effectively do examination without many problems. When these is done students’ academic achievement for schools eventually improves to the standards required. This result concurs with Mbae, (2016), study that established that instructional supervision practices were influenced by teachers’ attitude, the size of the school, principal’s administrative experience, and principal’s workload. The study concluded; a) that the administrative structures in the school such as the principals, deputy principals, and heads of departments should be apparent to various pedagogical methods so as to be cognizant with finest practices of instructional supervision, b) the principals and teachers in position of leadership should have management training and c) that the principals should ensure that they delegate some duties to members of the staff.

According to the results in Table 6, 43(55.1) of students strongly agreed and 25(32.1) agreed while a few students, 1(1.3) strongly disagreed, with 9(11.5) that Principals ensures proper lesson attendance by teachers in schools. Over, 87.2% students’ responses showed that Principals ensures proper lesson attendance by teachers in schools, hence addressed the issue of students’ academic achievement. For teachers, 16(51.6) agreed and 12(38.7) while 1(3.2) strongly disagreed, with 2(6.5) not sure that Principals ensures proper lesson attendance by teachers in schools. Most teachers (90.3%) were in agreement that Principals ensures proper lesson attendance by teachers in schools, hence students’ improvement academically. Teacher lesson attendance is paramount as it enhances adequate and timely syllabus coverage for subjects and having extra time to recap what students had not understood. The principal has a duty to supervise teacher’s attendance to lessons with proper adherence to ministry of education timelines and guidelines. The principal through school based supervision programs like teachers signing in and out in schools, prefects marking the time teachers arrive in class and go out of classes are some of the mechanisms the principals use to ensure that teachers attend to lessons a 100%. They do this through monitoring of the teaching and progress books that are controlled by class prefects and teachers and the monitoring and evaluation tool controlled by heads of

Academic departments. The said tools test attendance, punctuality and delivery of content to students. In open ended questionnaire, one student (Student 9) indicated that:

> Principals ensure all classes are attended by teachers, ensure that the learning environment looks contained to enable the student and the teacher, taking care of student welfare, student evening and morning preps attendance, advice students to keep on trying their best in their academics, ensure proper coordination between students, teachers and nonteaching staff, to conduct all teachers to be in school all the time and lessons taking place, after teachers finish their lessons they must sign other lessons so that to be he/she attend the lesson.

The finding agrees with Reche (2012) study established that; principals are holding few staff meetings while all head teachers randomly check the teachers’ schemes of work only once a term; most head teachers check lesson plans once a month, and that majority of the head teachers do not at all physically observe classes conducted by the teachers in a given term. In addition, the findings revealed that there was less monitoring and reporting of the progress of the schools activities while head teachers do not follow up on curriculum implementation during the course of the term which could be a factor contributing to poor performance in national examinations. The principal task is bringing out a school that anchors on the pillars of respect, honesty and integrity. In open ended questionnaire, one student (Student 10) said that:

> Through teacher-student cooperation, principals have been able to provide remedial classes to address syllabus coverage and revision, it has enhanced proper attendance to lessons by both teachers and students through prefect monitoring tool and checking of teachers during preps time.

However, according to principals interviewed, one principal (Principal 4) said:

> Parents were reluctant to pay school levies and this obvious lack of cooperation hinders the implementation of most school functions and activities such as teachers’ professional development programme to the satisfaction of the teachers; more so, funds allocated to the schools by the Ministry of Education were inadequate to cover staff development programme. (Principal 2 Interview, June, 2020)

**Conclusion**

This study investigated on the principal’s instructional supervisory roles on students’ academic performance in public secondary schools in North Pokot Sub County, West Pokot County, Kenya and concluded that instructional supervisory roles performed by principals were; principal’s conducts regular observation of lessons with teachers of various subjects; Principals signs professional documents and corrects members where necessary and Principals organize classroom visits towards internal inspection and discuss findings with members. Principals
monitor’s students' academic progress principals and have programs for induction of new teachers. Principals organize workshops, conferences, seminars to tackle instructional problems identified by the subject members in their respective schools. Principals encourages teachers to use appropriate teaching materials and dynamics (methods) in teaching in their schools to aid proper teaching and learning process to take place. Principal’s invites subject’s specialists and resources to help teachers and students improve in performance to enhance their professional development in mastery of content hence higher student academic achievement in schools. Principals promote cooperation among teachers and students in schools and Principals ensure proper lesson attendance by teachers in schools, hence students’ improvement academically.

Recommendations
Based on the findings and conclusions of the study, the following recommendations were made in order to improve on the principal’s instructional supervisory roles on students ‘academic performance in public secondary schools in North Pokot Sub County, West Pokot County, Kenya: The Ministry of Education must sensitize principals and the teachers on the importance of having updated teachers’ professional records and documents towards implementation of the curriculum. The MoE to regularly disburse funds without delay to schools; in order for principals to actualize provision of teaching and learning resources to enable students’ academic performance in schools and be able to fund for teachers professional development programs. There is need for the MoE, TSC as well as other professional bodies in the education sector to develop periodic capacity building workshops for principals and teachers on instructional supervision practices that enhance students’ academic achievement in schools. The principals to provide constant and adequate information to the teachers on supervision activities as well as professional development programmes organized in or outside the Sub County to facilitate teachers’ participation to address the dire need of professional capacity building. Teachers to comply with instructional supervision lay down by the ministry and those that are customised in their schools by principals.
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