

## *Original Paper*

# Impact of Instructional Supervision on Student Performance and Teacher Effectiveness in Public Secondary Schools in Nakuru County, Kenya

Joshua G. Manduku<sup>1\*</sup>, Peter Ngok<sup>2</sup> & Jared Mauti<sup>3</sup>

<sup>1</sup> Department of EAPM, University of Kabianga, Kericho, Kenya

<sup>2</sup> School of Education, Kabarak University, Nakuru, Kenya

<sup>3</sup> Department of Education, School of Education and Human Resource Management, Kisii University, Kisii, Kenya

\* Joshua G. Manduku, E-mail: mandukujoshua@gmail.com

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### ***Abstract***

*Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. Education also forms the basic component upon which economic, social and political development of any nation is founded. With an ever-increasing population and expanding globalization, the country's education system continues to experience shortcomings which affect the end product. The primary purpose of this study was to determine the impact of instructional supervision methods on students' academic achievement and teacher's effectiveness in curriculum implementation in public secondary schools in Nakuru County. The study was guided by the following specific objectives; (i) To Investigate the effectiveness of instructional supervision methods used by principals in enhancing students' academic performance in public secondary schools in Nakuru County and (ii) To establish the influence of Instructional Supervision methods used by principals on Teachers' effectiveness in public secondary schools in Nakuru County. The study employed correlational research design as it sought to find out the relationship between the research variables under study. The study was underpinned by the Symbolic Interaction Theory as stipulated by Blumer (1969). The study was conducted in Nakuru County between February 2016 and June 2020. The target population was 65 principals 1800 teachers and the County Director of Education. Purposive stratified and systematic sampling were used to obtain 16 principals and 200 teachers. Data was collected through primary sources such as questionnaires,*

*interviews and document analysis. Secondary sources such as articles, journals and internet were used to define the research gap. A pilot survey was done in the neighboring Baringo County to check the validity and reliability of research Instruments. Data was analyzed using Pearson Moment Correlation formula and hypothesis were tested using chi-square test of independence. The results of the study will be availed to the Kenya Ministry of Education to guide policy, the recommendations will also provide useful literature for further research. The following recommendations were suggested: to improve school administration, develop teachers' professionalism through robust instructional supervision and improve secondary school student's academic performance.*

**Keywords**

*instructional supervision, student performance, teacher effectiveness*

**1. Introduction**

Globally education is highly regarded among the most rewarding investments to aid a child's well-being, development, survival and foremost enable their growth (UNICEF, 2014). In addition, in the modern world, education is regarded as a human right. It is through education forums that any form of development in a nation is grounded. In an economic setting, the future human resource lies among the children, the future politicians and electorate are grounded at school not forgetting the social aspect of the child. Investing in education helps facilitate economic growth, improve productivity, reduce societal inequality and facilitate social development (Namunga, 2017). The Kenyan government continues to reach out for learners to attend the basic education level of schooling. This is evident through the free primary education in 2003 and consequently free secondary school education in 2008. Currently the MOE is focusing on 100% transition from primary schools to secondary schools.

Despite these increased efforts to improve the literacy level of the country's population, it's the quality of the service that matters. According to UNESCO (2008) a parameter that can be used to measure the development of a country is the state of education in that country. Education as a tool serves a role of reshaping the citizens in a country and sharpens the reasoning skills hence curbing social inequality. In Kenya, secondary education is highly valued in that it helps in creating human resource skilled personnel that may meet the industry standards. With a higher population and globalization, the country's education system continues to experience shortcomings which affect the end product.

The education system in Kenya is only geared towards passing the national examinations (Namunga, 2017). The system has laid a major emphasis on the learners where the learners spend most of the time in school with students attending teacherless remedial classes as early as 6 am. In so doing, the curriculum demands more from the students at the expense of the teachers. The quality of the student is very much dependent on the effectiveness of the teacher. In addition, the instructional quality of the teacher goes hand in hand with the level of students learning. The latter and the former are dependent on sustained and rigid school-based supervision (Allida et al., 2017).

There is no point in time that the standard of the education system can rise above the drivers of the system who are the teachers. With time, schools are turning out to be complex bearing in mind that there is a need to blend with the current technological advancements in the education system. Teachers play a determinant role in achievement of the desired results in an institution. Today, teaching has become a business-oriented career with teachers no longer having a calling to the profession. A study conducted in Nigeria revealed that in the recent era, teacher's exhibit rudeness to the management and report to school late instead of optimally availing teaching time (Sule et al., 2015). In addition, they also show a negative attitude while carrying out their roles in the school setting. As a result, the output is manifestation of poor mastery in their area of specialization, laziness in preparing learners progress records and gives a breeding background for undisciplined students in class.

In order to attack the existing problem before it becomes uncontrollable, instructional supervision may be a rescue tool. Instructional supervision entails the formal professional growth among the practitioners in the educational field to equip them with competence and knowledge which conforms them to take responsibility of their assigned roles (Allida et al., 2017). Broadly the process helps in nurturing and guiding the teachers and in return improves the delivery at classroom level which is depicted in the students' results. Teachers cannot do this by themselves; it is actualized by senior personnel in the same career and same institution as well. Some scholars have termed it as the productive interaction between the trainer and the supervisor to improve the quality of instruction (Mohammed et al., 2015).

The likelihood of a success in instructional supervision depends on the relationship between the senior supervisor and the subordinate, in this case who is the teacher. A very good illustration are the heads of departments in secondary schools who again are supervised by the school principals. This implies that every stakeholder needs to play their role if there are chances of encountering success. If Principals are not supervised by MOE officers, HODs are not supervised by principals, teachers are not assessed by HODs the quality of the education will have a declining trend. In the school setting, some of the instructional methods seniors can use include; checking of lesson plans, schemes of work, class observation and visiting class sessions. A previous study revealed that seniors must check teachers' lesson notes for the teachers to rely effective content in the classroom (Mohamed et al., 2015).

A commonly used method is class observation since it takes into account both the lesson plan and the schemes of work as well. Classroom observation is an instructional supervision method where a senior attends a class objectively to capture the realities in the class setting. In this situation both the teacher and the supervisor have varying tasks where the teachers have to bring out the best while the supervisor has to document the output accurately (Iroegbu & Etudor-Eyo, 2016). The supervisor may choose to record everything the teachers do which is regarded as verbatim recording while the supervisor may select areas, they may feel are crucial. With the rise of technology and access to internet having gone high, supervisors may record the class but must be in agreement with the teacher. Later the supervisor reviews the recording with the teachers where they collectively highlight areas of improvement.

Other than classroom observation short visits organized collaboratively with the HODs or the senior may help in improving the quality of instruction. During classroom sessions some teachers go too deep especially while giving examples thereby consuming much time on a single task. In order to minimize such occurrences, there is a need to organize short class visits with one's administrator (David, 2008). A study in Uganda concluded that head teachers who had short visits to classrooms were aware of what was happening and their teachers performed as evidenced by the students results (Malunda et al., 2016). Whenever teaching professionals expects as senior, they keep their output at their toes thereby ensuring they give maximum output.

Albeit instructional supervision may be a major determinant, teacher effectiveness is also a driving factor. The nurturing and development of class teaching material starts far away from the classroom. As mandatory requirement by the curriculum, teachers should prepare schemes of work which should be presented before the class begins (MOE, 2007). Upon resumption of the term the schemes are presented to the HODs in the respective areas. In some situations, some of the tutors keep photocopying the previous schemes without taking into consideration of changes in the curriculum. Previous scholars have referred to a lesson note as a necessity in effective learning (Sule et al., 2015). Out of classroom parameters include checking of the teacher's punctuality and school regularities.

Teachers' attitude towards supervision has a direct impact on the class output. Historically teachers saw supervision as a means of demeaning them with the supervisor considered to have an intention of checking faults in their teaching mode (Rahmany et al., 2014). The manner in which the teacher perceives the supervisory activity determines whether they may become productive in the classroom. Supervisors must also play a major role in ensuring they maintain a friendly relationship with their teachers. In situations where the superiority persists; teachers may term instructional supervision as inspection where much is expected from the teacher other than effective teaching. A study conducted in Zimbabwe documented that majority of supervisory measures were viewed as inspection with supervisors on a fault-finding mission in their classes (Acheson & Gall, 2003).

In the Kenya Curriculum school principals supervise HODs in the school setting since they are involved in school management. School management has evolved with increasing roles due to the development's requirements by the national government. Every year school principals are given resources out of which they are supposed to give a report at the year-end on accountability. In some situations, principals are tasked with the responsibility of evaluating the challenges with their institutions. In North Eastern Kenya for instance, shortage of teachers is a problem which forces teachers to work with BOM to meet the needed capacity of teachers. In some school setting learners lack learning materials such as textbooks which has hampered the quality of education. Not to forget some of the institutions continue to record lack of infrastructure such as the case of some parts of Northern Kenya. However, one may focus on instructional supervision of the teacher effectiveness in the classroom without considering that there are external factors that hinder the supervisory efforts.

Majority of the studies have focused on principal's instructional supervision in other counties and sub-counties, less has been done on the impact on instructional supervision on teacher effectiveness in class. This study seeks to come up with appropriate measures that can be incorporated in the school setting so as to improve the quality of education by aiding effective curriculum implementation.

## **2. Method**

### *2.1 Statement of the Problem*

Previous scholars have documented on the existence of a crisis in the education sector. Teachers are often accused with regards to the quality of education due to how they execute their daily duties as well as the poor instructional supervision by their school principals. Over time, schools have continued to record poor academic performance triggering parents to lose confidence in the existing current education system (Namunga, 2017). A recent study revealed that teachers exhibit unwholesome attitude towards taking up their roles in schools where they end up reporting to school late and trade at the expense of educating learners (Sule et al., 2015). Lack of class preparation makes teachers manifest poor mastery in their area of specialization where they do not make proper follow up on their students hence tampering with the quality of students that they produce. Today, the transition to secondary institutions is relatively low despite the increasing number of teaching professionals and well-equipped learning institutions (Wanjiku, 2018).

The academic performance of the public schools does not meet the current set standards despite intensified government efforts to improve the literacy percentage of its population. This study seeks to establish if curriculum implementation results could be related to instructional supervision methods. Unless this situation is checked and arrested, the public secondary schools in Nakuru County could continue reporting lower transition from secondary schools to institutions of higher learning.

### *2.2 Purpose of the Study*

The main objective will be to determine the impact of instructional supervision methods on student academic achievement and teachers' effectiveness in public secondary schools in Nakuru County.

### *2.3 Objectives*

The study had two objectives:

- i. Investigate the effectiveness of instructional supervision methods used by principals in enhancing academic performance of students in public secondary schools in Nakuru County.
- ii. To establish the influence of Instructional Supervision methods used by principals on Teachers' effectiveness in public secondary schools in Nakuru County.

### *2.4 Research Questions*

- i. How does instructional supervision methods used by principals enhance the academic performance of students in public secondary schools in Nakuru County?
- ii. How does instructional supervision used by principals' influence teacher's academic performance?

### 2.5 Research Hypotheses

Ho1. Regular instructional supervision has no significant relationship with student's academic performance in public secondary schools in Nakuru County.

Ho2. Instructional supervision has no significant relationship with teacher's performance in secondary schools in Nakuru County.

### 2.6 Theoretical Framework: Symbolic Interaction Theory

The study was based on Symbolic Interactionism Theory by Blumer (1969). The theory holds that people bring out their social identities depending on situational enactments. This further holds that roles are attached to an internal role expectation. People end up revealing what they choose upon identifying the audience (Smit & Fritz, 2008). Teachers introduce themselves to the teachers, school management and supervisors through scaling up education standards in the school environment.

The society on the other hand, rely expectations on the teachers to accelerate learning development process in the school. The teacher's classroom delivery will depend on the situational setting a teacher encounter. Activities such as supervision will change the quality of a teacher's output. Then theory holds that teachers ought to bring out the learning as a symbol in that learners can get a deep insight on learning activities. The nature of the supervision between the teachers and the supervisors determines the attitude among the two. Supervision is a form of interaction in which teachers and supervisors interact leading to some form of observation.

### 2.7 Research Design

This study adopted the Descriptive Survey research design and utilized the mixed methods methodology. This design was considered suitable for the study because it gives the researcher the opportunity of obtaining the opinion of the sampled population to infer the opinion of the entire population. The target population of the study was 210 public secondary Schools and 1800 secondary school teachers in Nakuru County in the year 2017/2018 academic year. Nakuru County was selected because of its cosmopolitan in nature and has a mix of both rural and urban schools. Purposive and Simple Random Sampling Techniques were used in the study. Stratified random sampling was used to pick schools from the six sub-counties in the County. Simple Random Sampling technique was utilized to select the actual schools selected for the study. The sample size for study comprised of sixty-five headteachers, 200 teachers, and the County Director of Education. A Structured Questionnaire titled: Instructional Supervision on Students Academic Performance Questionnaire was used in obtaining relevant data for the study. The questionnaire items were face-validated to ascertain their suitability for use in data collection by an expert in this field. The language, contents and the structure of the items were critically examined and possible corrections and suggestions were made. The reliability of the instrument was ascertained using a test-retest method. The reliability co-efficient of 0.789 and 0.824 were obtained respectively for the instrument using Pearson Product Moment Correlation co-efficient in a pilot study conducted with thirty staff in two Secondary Schools in the neighboring Baringo County. The research instrument was administered personally by hand to the Teachers in the public

secondary schools selected. This was after obtaining permission from NACOSTI and the relevant heads of the institutions.

The instrument was supported with examination performance records of student's performance in English language and Mathematics in KCSE for 2016, 2017, 2018 and 2019 in the Schools under study. The completed questionnaires were coded into statistical data and analyzed using Chi-square statistical tools and Pearson Product Moment Correlation statistics {Pearson  $r$ } at 0.05 Level of Significance.

### 3. Result

#### 3.1 Research Question 1

How does instructional supervision methods used by principals enhance the academic performance of students in public secondary schools in Nakuru County?

**Table 1. Pearson Correlation Results Showing the Relationship between Regular Instructional Supervision and Students Academic Achievement**

Variable	N	Degrees of Freedom	r-cal	r-table	Findings
Regular supervision of teachers and student's academic achievement	200	198	0.485	0.205	Significant

Critical value at 0.05 significant level Results of analysis in Table 1 shows that the calculated r-value of Influence of regular instructional supervision on student's academic performance which is 0.485 is greater than the Critical value of 0.205 at 0.05 alpha level. The calculated correlation value reaffirmed that Regular Instructional Supervision of teachers has a measurable impact on student's academic achievement in Nakuru County.

#### 3.2 Research Question 2

How does instructional supervision methods used by principals enhance Teachers' effectiveness in public secondary schools in Nakuru County?

**Table 2. Pearson Correlation Results Showing the Relationship between Regular Instructional Supervision and Teacher Effectiveness**

Variable	N	Degrees of Freedom	r-cal	r-table	Findings
Regular supervision of teachers and teacher's performance	200	198	0.567	0.205	Significant

Critical value at 0.05 significant level results of analysis in Table 1 shows that the calculated r-value of Influence of regular instructional supervision on Teachers' effectiveness which is 0.567 is greater than the Critical value of 0.205 at 0.05 alpha level. The calculated correlation value reaffirmed that Regular Instructional Supervision of teachers has a measurable impact on Teacher effectiveness in Nakuru County.

Ho1. Regular instructional supervision has no significant relationship with students' academic performance in Public Secondary Schools in Nakuru County.

**Table 3. Chi-Square Analysis of the Teachers' Opinion on the Relationship between Instructional Supervision and Students' Academic Achievement**

Variable	N	$\chi^2$	Df	P	P=0.05
Relationship between instructional supervision and students' academic achievement	200	145.81	198	0.000	P<0.5

The results show a statistically significant relationship in the opinion of teachers on the relationship between instructional supervision and students' academic achievement. Specifically, there were significantly more teachers 161 (80.5%) agreeing that instructional supervision had a great influence on the academic achievement of the students than those disagreeing 39 (19.5%).

Ho2. Instructional supervision has no significant relationship with teacher's performance in secondary schools in Nakuru County.

**Table 4. Chi-Square Analysis of the TS Opinion on the Relationship between Instructional Supervision and Teachers' Effectiveness**

Variable	N	$\chi^2$	Df	P	P=0.05
Relationship between instructional supervision and Teachers' effectiveness	200	154.67	198	0.000	P<0.5

The results show a statistically significant relationship in the opinion of teachers on the relationship between instructional supervision and teachers' effectiveness. Specifically, there were significantly more teachers 174 (87%) agreeing that instructional supervision had a great influence on teachers' effectiveness than those disagreeing 26(13%).



#### 4. Discussion

Supervision is critical in the development of any educational programme in both developed and developing countries including Kenya. Based on the findings of the study, the research revealed that the education system in Nakuru County is faced with numerous problems such as student's poor performance in KCSE, poor attitude of teachers to work and non-regular instructional supervision of schools. It is therefore imperative that the challenges being currently faced by the educational system requires professional approach by experts in the educational field to improve the educational standards of schools in Nakuru County. The following recommendations were suggested to improve school administration, develop teachers' professionalism through robust instructional supervision and improving secondary school student's academic performance.

- 1) A remedial mechanism should be developed and built into the school system by the Government, teachers, educational planners, policy makers, curriculum planners and parents. If quality education is to be achieved, a functional supervision mechanism involving parents should be built into the school system to ensure quality control and assurance from the system.
- 2) The Inspectorate Unit of the Ministry of Education should be properly staffed with qualified instructional supervision professional that are radical enough to articulate changes within the current supervision dynamics. Retired but strong Head teachers and teachers who have long years of on field experience can play a vital role in ameliorating school instructional challenges in Nasarawa state academic environment.
- 3) Regular evaluation of the instructional process, school administration procedure and educational outcomes by the supervisors so designated from within and outside the educational institution should be intensified so that conformities can be appreciated and improved upon while non conformities can be identified, sanctioned and corrected appropriately and timely.
- 4) School administrators, government and professional bodies in the education sector should promote capacity development of teachers through intensive and regular seminars/workshops based on needs assessment of professional practices of teachers to improve their knowledge, pedagogical skills and competence in various subjects, with a view to enhancing the quality of teaching and learning processes in secondary schools.

It is hoped that if the above recommendations are thoroughly and effectively considered, students' performance in schools will improve. Moreover, the problem of quality of the Secondary school products and standards of education would likewise be addressed by employing the best teaching – learning practices in Nakuru County.

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