

**Citation:** Kuviyo, L. B; Nduku, E & Kanga, A. (2022). Relationship between Principals' Instructional Supervision Practices and Effective Teaching and Learning Process in Public Secondary Schools in Kajiado North Sub County, Kenya. *Journal of Popular Education in Africa*. 6(1), 26 – 45.

**Relationship between Principals' Instructional Supervision Practices and Effective Teaching and Learning Process in Public Secondary Schools in Kajiado North Sub County, Kenya**

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**Abstract**

The purpose of this study was to examine relationship between principals' instruction supervision practices and effective teaching and learning process in public secondary schools in Kajiado North Sub County, Kenya. The study was based on the role theory. The theory was supported by path goal theory and systems theory. This study employed Convergent Parallel Mixed Methods Research Design whereby cross-sectional survey and phenomenology research designs were used. The target population was 23 public secondary schools, 23 principals, 360 teachers and 1,920 form four student. Stratified and purposive sampling techniques were used to sample six schools, automatic inclusion to sample 6 principals, simple random sampling to sample 90 teachers and stratified random to sample 288 students. Data collection instruments were questionnaires and interview guides. Cronbach's Alpha was used to check reliability of Likert scale tools whereby 0.7 was used as a reliable coefficient. Trustworthiness of the interview guide was ascertained through triangulation of participants and instruments. Descriptive and inferential statistics were used for analyzing quantitative data, while content and thematic analyses were used to analyze qualitative data. Data were presented in tables and themes supported by direct quotes for quantitative and qualitative strands respectively. All ethical considerations were strictly adhered to. Findings showed that: there was a moderate positive correlation between supervising professional records and effective teaching-learning ( $r = 0.376$ ,  $p\text{-value}=0.002$ ), between academic clinics and effective teaching-learning ( $r = 0.363$ ,  $p\text{-value}=0.003$ ); a very weak correlation and insignificant relationship between classroom visitation and effective teaching-learning ( $r = 0.102$ ,  $p\text{-value}=0.424$ ) and a strong significant relationship between adequacy of teaching and learning resources and effective teaching-learning ( $r = 0.509$ ,  $p\text{-value}=0.000$ ). The study recommended that: the Ministry of Education to set up a leadership institute that is responsible for training principals on instructional supervision practices so as to enhance their awareness and competence to effectively carry out the supervisory practices, Teachers Service Commission (TSC) to ensure that there are adequate number of teachers employed in public secondary schools, and principals should carry out regular classroom visits to ensure quality teaching, learning and content delivery is in line with recommended syllabus.

**Key words:** Effective Teaching and Learning, Instructional Supervision, Interaction, Learning, Learning Process

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By

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**Background**

An instructional leader is a school manager who involves teachers and learners collaboratively in mutual learning and development, with the main purpose of improving teaching and learning. They are educationists who have the knowledge and ability to improve the quality of instruction and enhance student achievement (De Lima, 2008). Instructional leaders in schools are responsible for overseeing the teaching and learning process. According to Marzano (2015) the principals as instructional leaders have to supervise day-to-day classroom activities; make an unannounced visit to teachers' classrooms; evaluate teachers' performance in lesson delivery, check student learning activities, classroom management strategies and student participation approaches. Mohd, Azlin and Zanaton (2019) found that instructional supervision and professional development in Malaysia enhance the performance of teachers in curriculum delivery and subject matter knowledge who in turn influence students' performance. Kweku and Baffoe (2018) study in Ghana found that teachers' motivation and performance was influenced by frequency of conducting instructional supervisory practices. Supervision enabled teachers to know their weaknesses and rectify them through feedback given by supervisors. In Nigeria, Dangara (2015) found that regular robust supervision strategies like checking students note books, classroom visitation, checking teachers' lesson plans and students' record keeping have a significant correlation with good performance by students. Witnessing the teaching process in class is the most suitable means that a school head may understand the quality of teaching and learning in the school.

The school principals have the overall duty of influencing all the activities taking place in school, towards the set goals through proper supervision practices which include checking teachers' professional records, classroom observation, and organizing academic clinics (Mutinda, 2016). It is evident from researchers that poor quality instructional supervision by principals has largely contributed to gaps in teachers' competence in curriculum instruction, whereas effective instructional supervision leads to good performance by students (Kieti, Maithya & Mulwa, 2017). In his research, Mugambi (2017) showed that instructional supervision strategies such as teachers' post observation conferences and checking of the lesson plans were the least practiced in secondary schools in comparison to classroom visits, checking of schemes of work, the record of work covered and observation of the teaching process. When under supervision, teachers carry out their duties effectively thus students learn better which improves their performance. Kashu (2013), concluded that poor performance in secondary schools in Kajiado county is due to poor instructional supervision practices. This already indicates the need for principals to rethink and focus on instructional supervision. Although the government of Kajiado county integrated development plan 2013 to 2017 in the priorities of education, it is still clear that the main constraint was low transition to tertiary institutions and poor performance at the secondary level.

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### **Problem Statement**

In Kenya as in many countries in Africa, performance in examination has been used as the basis for judging a student's ability and also a means of selection for education advancement and employment prospects. Kenya Certificate of Secondary Education (KCSE) performance is the key to access higher learning institutions that ultimately helps graduates to secure jobs and thus benefit from education. The interactions that a school principal has with the teachers and students through checking of teachers' professional records, classroom observation and induction of new teachers may affect the effective teaching and learning process. The principals whose one of the major roles is to supervise and help teachers improve especially in the areas of their weaknesses are found not taking their supervisory duties serious and they spend most of their time attending to visitors and development projects at the expense of conducting instructional supervision (Kieti, Maithya & Mulwa, 2017; Mugambi 2017). In Kajiado North Sub-County, there has been deteriorating standards of professional conduct, poor preparation of teaching materials especially lesson notes and lack of continuous students' assessment and high teacher absenteeism (Kajiado County QASO Report, 2020). In addition, there has been a notable persistent and gradual decline in performance of Kenya National Secondary Examination standard in Kajiado North Sub-County for the last five years (mean of 4.59, D+). This was below the national pass mark of 7 points (C+). The continuous poor performance in public secondary schools in Kajiado North sub county has created great concern for learners, educators and other educational stakeholders (Karuga, 2010; Kashu 2013). This shows that there are gaps in the teaching and learning process as evidenced by poor student performance which is below the national pass mark (Veloo, Komuji & Khalid 2013; Ngunjiri , 2012; Kipngetch, 2016). Teacher performance is also poor as evidenced by poor preparation of professional documents, lack of continuous students' assessment and high teacher absenteeism (Karuga, 2010; Kashu 2013). Studies carried out have demonstrated that ineffective teaching and learning process is affected by a number of factors such as poor teaching methodology, low morale of teachers and including inadequate supervision (UNESCO, 2017). These existing studies have either focused on students or teachers' performance only and not effectiveness of the teaching and learning process and there exists no similar study in public secondary schools in Kajiado North Sub County, Kenya. Therefore, this study examined the relationship between principals' instruction supervision practices and effective teaching and learning process in public secondary schools in Kajiado North Sub County, Kenya to bridge the research gap.

### **Research Question**

In what ways does the principals' instruction supervision practices affect teaching and learning process in public secondary schools in Kajiado North Sub County?

### **Research Hypotheses**

H<sub>0</sub>1: There is no significant relationship between principals' instruction supervision practices and effective teaching and learning process in public secondary schools in Kajiado North Sub County.

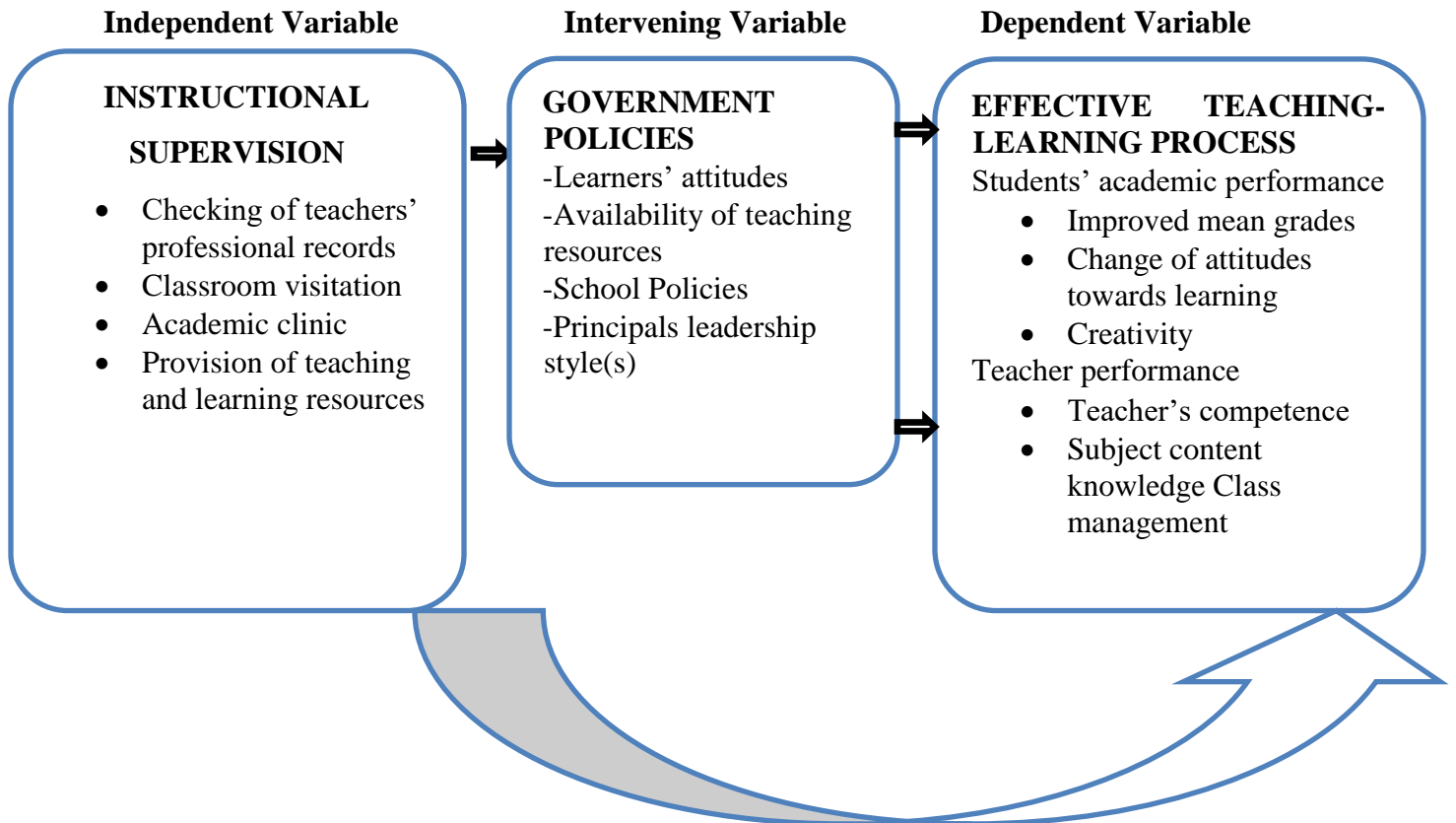
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### **Theoretical Framework**

The study was anchored on role theory developed by Getzels Jacob and Guba Egon (1957). According to this theory, people in their positions use their roles to perform their functions and these roles mold their behaviour. This affects the responsibilities and the expectations people have in regard to the roles played by leaders in various positions in the organisation (Hindin, 2007). Roles anticipate on how an individual ought to behave in a given position. Responsibilities in organizations are organized into roles and their behaviours are directly related to their work performance. By understanding the determinants (roles) of employees' behaviour in a work place, it can allow the organisation to maximize employees' performance (Turner, 2001). This theory focuses on the characteristic behaviours of persons who occupy social positions within a stable social realm, roles people play in their positions of responsibilities, what people expect from those roles, and the achievement attached to such roles and responsibilities (Madsen, 2002). This theory supposes that each person in an organisation acts in accordance with roles and position they have in an organisation. It sets a standard on what is expected of school principals as regards to instructional supervision (Betts, 2000). The same applies to the teachers who have specified roles as regards to teaching and learning process in ensuring that students grasp what is been taught and that they achieve the outlined objectives in cognitive, psycho- motor and affective domains. Role theory becomes important in this study in that principals become teacher of teachers. They need to play their roles effectively in ensuring that teaching and learning is taking place as it is supposed to be. The role of principals' in supervision of instruction is not to judge how teachers are performing their functions or to control them but rather to work accommodatingly with them to ensure that they perform their roles well. By the use of role theory, the study fittingly netted the role principals play in instructional supervisory functions on effective teaching and learning process in public secondary schools in Kajiado North sub-county.

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**Conceptual Framework**



**Figure 1: Conceptual Framework**

Source: Adapted from Kuviyo (2022)

**Review of Empirical and Conceptual Literature**

Instructional supervision is a collegial, collaborative way of offering help to both teachers and student with a key focus of improving instruction and student achievement. Principals create conditions under which teachers work well to achieve the academic goals (Namunga, 2017). Usman and Talat (2018) investigated the relationship between supervision practices and academic performance in Lahore, Pakistan. Findings showed that supervision practices of principals related to teacher development which is helpful in attaining better performance of teachers and their overall professional growth. The study concluded that enhancement and polishing of principals’ staff development supervision practices is of utmost importance as it significantly contributes towards the improvement in work performance and growth of school teachers. This study employed qualitative research approach but the current study employed a mixed methods approach. The study was conducted in an unstable country where learning activities are often disrupted by war and the instructional supervision practices may not be effective. Nazir and Sayyam (2016) conducted a study on instructional supervision in public and

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private schools of Khyber Pakhtunkhwa. The study concluded that there is significant difference between instructional supervision carried out in private and public schools. This study was conducted in public and a private school using quantitative methods only but the current study was conducted in public secondary schools only using a mixed methods approach. Teachers in private schools tend to perform better than public school teachers since the private schools are run as profit making institutions where workers (teachers) are closely monitored to satisfy the clients (students and parents).

Sunday, Shaibu and Igoche (2019) sought to study instructional supervisory techniques adopted by principals in assisting the teachers in senior public secondary school in Kogi State, Nigeria. The revealed that principals' instructional supervisory practices influence performance of teachers in Kogi State. The study used a single research design (descriptive survey research design) but the current study used a mixed research design. The study examined teacher performance only and failed to reveal whether instructional supervision improves students' performance. Kweku and Baffoe (2018) studied influence of head teachers' instructional supervisory practices on teacher motivation in public primary schools in Mfantseman Municipality Ghana. The study results revealed that head teachers often carried out instructional supervisory practices and they performed above average. Generally, teachers in public primary schools were highly motivated, and there was a statistically significant positive but weak relationship between head teachers' supervisory practices and teacher motivation. The study was conducted in primary schools unlike the current study which was conducted in public secondary schools using mixed research designs unlike Kweku who used cross-sectional survey design only. Primary school head teachers have lighter duties than secondary school principals due to high number of teachers and students. Ngemunang and Lyonga (2018) studied influence of instruction supervision on teachers' performances in Primary Schools in Konye Sub-Division in Cameroon. Findings revealed that instructional supervision practices which included regularly checking of records of work covered by teachers, checking teachers' lesson plans and holding sessions with teachers helped to improve teaching and learning activities in primary schools. The study sought to establish influence of instruction supervision on teachers' performance only but the current study aimed to study influence of instruction supervision on teachers' and students' performance. The context of instruction supervision in primary schools differs with secondary schools since in secondary schools some lessons need practicals conducted in laboratory.

Ersino (2018) studied the role of instructional supervision in the professional development of teachers in public primary Schools of Yeka Sub City, Addis Ababa. The finding revealed that supervisors were not properly performing their role as clinical supervisors. Class observation practiced was poor since the problems observed during classroom observations were not communicated to the teachers. The teachers were therefore unable to know their weaknesses and may repeat the same mistakes in curriculum delivery. This study was conducted in primary schools but the current study was conducted in public secondary schools where the principals, teachers and students will be sampled. The study also focused on teachers' professional development which is achieved through training and did not show whether instructional supervision influences teacher and student performance. Masao (2017) assessed secondary schools' head teachers' effective supervision in teaching and learning process in Kinondoni Municipality in Tanzania. The study found that schools with effective supervision of academic

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activities had better academic performance than with relatively poor supervision. This study is similar to the current study which was conducted in a sub county in Kenya but using a larger sample size. Rono, Koros and Kosgei (2016) conducted a study on influence of supervisory techniques on Kenya Certificate of Primary Education performance a comparative study of public and private schools in Kaptagat sub-county, Uasin Gishu County, Kenya. The study concluded that Head teacher's supervisory techniques that influenced KCPE performance in public and private primary were; firmness, friendliness to teachers and pupils, consultation before making decisions, competence, knowledge ability and understanding of their duties, presents in school and effective supervision of curriculum implementation. The study was conducted in both public and private schools but the current study was conducted in public secondary schools in Kajiado North Sub County since the administration of public and private schools differs. While private schools are state properties, private schools are owned by independent entrepreneurs.

### **Research Methodology**

This study used convergent parallel mixed methods research design (descriptive and phenomenology research designs). The target population comprised of 23 public secondary schools, hence 23 principals, 360 teachers and 1920 form four students in public secondary schools in Kajiado North Sub County. Stratified and purposive sampling techniques were used to sample the schools since they are varied in nature. There are eight girls' schools, five boys' schools and 10 mixed schools. Out of these, two are national schools, four extra county, and six county schools and 11 sub-county schools. Purposive sampling was used to sample six schools whereby two schools were selected in each category -two from girls' schools, two boys' schools and two mixed schools. The principals in the six schools were automatically included in the study hence purposive sampling. The principals were sampled since they are the instructional supervisors. Simple random sampling was used in sampling teachers from sampled schools, whereby 25% of the target population hence 90 teachers were sampled as recommended by Mugenda and Mugenda (2019). This involved putting pieces of papers with the names of male and female teachers in each school in separate containers. The pieces of papers were thoroughly mixed after which a name from each container was randomly picked to give equal probability of selection to all the target groups until six (6) male and nine (9) female teachers were obtained. Teachers are the curriculum implementers hence considered essential in this study.

Stratified and purposive sampling was used to sample form four students. The schools were grouped into three strata that are boys' schools, girls' schools and mixed schools. Girls school had 518 form four students, 422 in boys' schools, and 980 in mixed schools. Mugenda and Mugenda (2019) asserted that 10 to 30 % of population is enough. Therefore, the researcher sampled 15% of the students from each stratum (78 students in girls' schools, 63 in boys' schools and 147 in mixed schools). For every stratum, the researcher prepared papers marked yes and no (156 in girls' schools, 126 in boys' schools and 294 in mixed schools). The papers were then mixed up and the students were asked to pick them. The students who picked yes participated in the study while those who picked no did not participate in the study. The form four students were chosen for this study since they have been in school for a considerable number of years hence

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they are aware of the instruction supervision practices in the schools. The sampling matrix is shown in Table 1

**Table 1: Sampling Matrix**

<b>Category</b>	<b>Target population</b>	<b>Sampling Procedures</b>	<b>Actual Sample</b>	<b>Percentage (%)</b>
Schools	23	Stratified/purposive	6	25.0
Principals	23	Automatic inclusion	6	25.0
Teachers	360	Simple random	90	25.0
Students	1920	Random stratified	288	15.0
<b>Total</b>	<b>2326</b>		<b>390</b>	

Source: Research Data (2021)

### **Data Collection and Analysis**

This study used both qualitative and quantitative research instruments which included questionnaires and interview guides. Content and face validity were checked by the lecturers, research consultants and peers in the department of education administration. The researcher employed the Cronbach's Alpha analysis to check reliability of quantitative data. The Cronbach's alpha coefficient for teachers' questionnaire was 0.876 and 0.814 for student's questionnaire. Credibility and dependability of the qualitative instruments was tested through interviewing two principals twice and responses compared for similarity/variance. After data cleaning, the data were coded and descriptive and inferential statistics analyses generated. Qualitative data were analyzed through content and thematic analysis approaches to develop patterns of related categories and emerging themes. Findings were summarized using tables and a statistical discussion of the results given. Qualitative data were presented in verbatim to support apriori themes (Creswell, 2013) informed by the research questions.



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### Data Analysis, Presentation and Discussion of Findings

**Table 2: Background Information of Principals (n-6)**

<b>Gender</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Male	5	83.3
Female	1	16.7
<b>Total</b>	<b>6</b>	<b>100.0</b>
<b>Education level</b>		
Masters' degree	6	100.0
<b>Total</b>	<b>6</b>	<b>100.0</b>
<b>Period of serving as a principal</b>		
Less than 1 years	1	16.7
Over 10 years	5	83.3
<b>Total</b>	<b>6</b>	<b>100.0</b>

Findings in Table 2 show that majority of the principals were male, had attained masters' degree in education, and served for more than 10 years. This implies that secondary school leadership in Kajiado North sub-county is dominated by men. This could be due to prejudiced perception that men should take management positions and women are expected to assume junior roles. The principals were qualified to take up secondary school leadership as stipulated in the TSC (2013) guidelines that for a teacher to be promoted to an administrative position, he/she must have attained either bachelor degree or post graduate diploma in education. The principals have a great experience in school administration and are hence expected to understand the instructional supervision process and practices as expected of them to enhance performance. Findings concur with Ngipuo (2015) who found that there were more men than women in administrative positions in learning institutions. Murakami and Tornsen (2017) also found that there are very few female principals in public secondary schools. Kadenyi (2014) found that experience was a consideration for appointment to administrative positions in secondary schools

**Table 3: Background Information of Teachers (n-64)**

<b>Gender</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Male	21	32.8
Female	43	67.2
<b>Total</b>	<b>64</b>	<b>100.0</b>
<b>Education level</b>		
Diploma	3	4.7
Undergraduate	46	71.9
Masters	15	23.4
<b>Total</b>	<b>64</b>	<b>100.0</b>
<b>Teaching experience</b>		
Less than 2 years	16	25.0
3-4 years	7	10.9
5-7 years	9	14.1
Over 8 years	32	50.0
<b>Total</b>	<b>64</b>	<b>100.0</b>

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Results show that majority of the teachers were female and have attained undergraduate degrees. Half of the teachers have been practicing the profession for more than eight years. This implies that that as opposed to leadership roles, females are willing to take up the teaching job. High number of female teachers could negatively affect instructional supervision particularly when female teacher request for maternity leave leading to more work load. All the teachers are qualified to teach in secondary schools and they are also making efforts to attain higher education. Teacher competence is very important in achievement of quality of education. The teachers had great knowledge on role of principals in instruction supervision and how its related to the teaching-learning process. Experienced teachers are in a better position to handle the instructional processes in the school than beginners as pointed out by Boit (2020) that teacher competence is very crucial in the achievement of standard education. Sule, Eyiene and Egbai, (2015) found that teachers’ experience is essential in improving classroom instructional skills and improving students’ academic performance.

**Table 4: Background Information of Students (n-230)**

<b>Gender</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Male	103	44.8
Female	127	55.2
<b>Total</b>	<b>230</b>	<b>100.0</b>
<b>Age</b>		
16-18	170	73.9
over 19 years	60	26.1
<b>Total</b>	<b>230</b>	<b>100.0</b>

Findings show that both genders were well represented in the study although the girls were slightly more than the boys. The gender distribution could be due to nature of the schools in Kajiado North Sub-County whereby majority of them are mixed schools and only a few are single gender school either boys’ only or girls’ only school. Students’ age of more than 19 years could also imply that majority of the students start schooling at a late age to the pastoralist nature and security issues that hinder children from enrolling in schools at an early age. The schools are inaccessible in some areas and parents forbid their young children from going to (Marakis,2019).

Teachers were asked to tick on the frequency at which the principal carry out instructional supervision. The instructional supervision included checking teachers’ professional records, classroom observation, and involvement in academic clinics.

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**Table 5: Teachers’ Responses on Frequency of Checking Professional Records**

Professional Records	Weekly		Fortnightly		Monthly		Once per term		Never		Mean
	F	%	F	%	F	%	F	%	F	%	
Schemes of work	8	12.5	4	6.3	9	14.1	43	67.2	-	-	3.48
Records of work	11	17.2	32	50.0	12	18.8	8	12.5	-	-	2.00
Lessons plans	4	6.3	17	26.6	9	14.1	31	48.4	3	4.7	3.92
Progress records	12	18.8	10	15.6	12	18.8	28	43.7	2	3.1	3.69
Students attendance register	41	64.1	15	23.4	6	9.4	2	3.1	-	-	1.52

Findings in Table 5 show that 67.2% of the teachers indicated that the principals check schemes of work once per term, 50% indicated that principals check records of work once in every two weeks, 48.4% indicated that principals check lessons plan once per term, 43.7% indicated that the principals check progress records once per term, and 64.1% of the teachers indicated that the principals check student’s attendance register once per week.

Corroboration of data is evident as shown in the following comment from a female principal:

Due to time constraints and bulky work in my office, I rarely check teachers’ professional records. I seek help from the head of departments to check whether the syllabus is covered by the end of term before the students sit for end of term exams. I make efforts to check students register whereby I have instructed all class teachers to submit daily class registers to my office (Interview, 19th October 2021).

This implies that majority of secondary school administrators are not observing the TSC Act, (2013) which requires maintenance of updated teachers’ professional documents which could only be achieved through frequent checking of the professional records. Frequent checking of teachers’ professional records ensures that teachers attend lessons that they have adequately prepared for and could therefore provide instant answers to questions posed by students. The students are also taught what is planned for and are also able to read ahead of the teachers since they know the topic of the next lesson. Lessons planning make teachers to be responsible since they are aware that they will be held accountable for any lesson missed. Progress records help to track students’ performance and identify gaps in the teaching and learning process. Failure to check teachers’ professional record may affect the quality of education. Findings agree with Ozdemir and Yirci (2015) that supervision is important for improvement of educational quality and sustainability of teacher development.

Classroom observation helps the principals to engage with the students and teachers and evaluate the teaching and learning process. Teachers were therefore asked the frequency of principals’ classroom observation.

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**Table 6: Teachers’ Responses on Frequency of Classroom Observation (n-64)**

Classroom observation	Weekly		Fortnightly		Monthly		Once per term		Never		mean
	F	%	F	%	F	%	F	%	F	%	
Observing teaching and learning activities	10	15.6	12	18.8	15	23.4	26	40.6	1	1.6	3.56
Checking students’ notebook	9	14.0	13	20.3	27	42.2	7	11.0	8	12.5	3.03
Visiting students in classroom	11	17.2	8	12.5	7	10.9	34	53.1	4	6.3	3.42

Findings in Table 6 show that 40.6% of the teachers opined that the principals observe teaching and learning activities once per term, 42.2% that the principals check students’ notebook once per month, and 53.1% of the teachers opined that the principals visited students in classrooms once per term.

These views were supported by one of the male principals who said:

I allocate time for classroom supervision once per term where I observe the various learning activities in class especially during prep times when teachers are not in class to check whether students use their free time for revision. Through observing teachers as they teach, I am able to scrutinize their work and give feedback hence improving the teaching and learning process. I check students’ note books to ensure that students finish their assignments and teachers mark their books (Interview, 20th October, 2021).

This implies that principals in the study makes efforts to observe classrooms activities though not frequently. They don’t just rely on class teachers’ reports which might not true at times hence the need to personally visit the classrooms to identify some of the classroom activities affecting teaching and learning process. Through classroom observation, the principal is able to know whether the students understand what’s taught depending on how they answer questions. Findings concurs with Harris, Jones, Cheah, Devadason and Adams (2017) who found out that head teachers management of classroom routine helps the teacher to improve teaching process.

Teachers were further asked to indicate the frequency of principals’ involvement in academic clinics. Academic clinics enable the parents to discuss their children’s performance with their teachers. They brainstorm on how to help students’ in their weak areas as well as how to support them in the subjects they are good at. Data from this item are presented in table 7.

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**Table 7: Teachers’ Responses on Principals’ Involvement in Academic Clinics (n-64)**

Involvement in academic clinics	Weekly		Fortnightly		Monthly		Once per term		Never		mean
	F	%	F	%	F	%	F	%	F	%	
Organizing academic clinics	5	7.8	6	9.4	5	7.8	40	62.5	8	12.5	3.63
Discussing students’ performance with parents and teachers	1	1.6	2	3.1	8	12.5	51	79.7	2	3.1	3.80
Guiding and motivating students	8	12.5	5	7.8	10	15.6	33	51.6	8	12.5	3.53

Results in Table 7 show that 62.5% of the teachers indicated that the principals organize guiding and counseling monthly, 51.6 % that principals organize academic clinics once per term, and 79.7% of the teachers indicated that principal’s discuss students’ performance with parents once per term.

The same views were confirmed by another principal who told the researcher that

In this school, I organize academic clinics once per term for every class. The clinics are very effective in helping students improve academically because each student’s needs are addressed individually. The administration is also able to identify cooperative and uncooperative parents when they are invited for clinics at school. Parents are also advised on importance of supporting the school through provision of teaching and learning materials as may be requested by the teachers to enhance teaching and learning process. They are also encouraged to check students’ homework especially when they are on holidays and to try and limit their leisure time at home (Interview, 22<sup>nd</sup> October, 2021).

This denotes that involving parents in academic activities of students helps to improve academic performance. Involving students in academics’ through inviting them in school to discuss issues like students’ discipline, infrastructure development, remedial teachings, and hiring of more teachers makes them understand why they are required to pay extra fees and they may contribute generously to help the school achieve its objectives. Findings concurs with Donkor (2010) that supportive parents enhance their children academic performance.

The students were asked to tick on the scale to show how often the principal carried out instruction supervision. Although students may not have much information on instructional supervision practices, they are aware of the activities that happen in the classroom especially when the principal visits them in class.

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**Table 8: Students Responses on Principals’ Instruction Supervision**

Key: W (Weekly), F (Fortnightly), M (Monthly), O (Once per term), N (Never)

Instruction Supervision	Weekly		Fortnightly		Monthly		Once per term		Never		mean
	F	%	F	%	F	%	F	%	F	%	
The principal makes visits to class room	44	19.1	16	7.0	10	46.1	45	19.6	19	8.3	2.83
The principal checks whether teaching and learning aids are used	43	18.7	40	17.4	6	2.6	93	40.4	48	20.9	3.45
The principal checks student’s assignment and continuous assessments scripts	23	10.0	31	13.5	37	16.1	95	41.3	44	19.1	3.84
The principal ensures all lessons have teachers	110	47.9	56	24.3	26	11.3	11	4.8	27	11.7	1.27
We are provided with exercise books for all the subjects	168	73.0	41	17.8	5	2.2	5	2.2	11	4.8	1.48

According to findings in Table 8, 46.1% of the students indicated that the principals makes visits to class room to observe teaching and learning process once per month, 40.4% that principal checks whether teaching and learning aids are used during the lesson once per term, 41.3% that principal checks students assignment and continuous assessments scripts to ensure regular marking takes place once per term, 47.9% that principal ensures all lessons have teachers which ensures all lessons once per week , and 73% of the students indicated that the principals check whether the students are provided with exercise books for all the subjects once per week.

These ideas concurred with what one of the male principals put forth

I ensure that students are assessed at the middle of the term and end of term to examine their abilities and weaknesses. Although I only make classroom visits once per month or per term, the visits help to determine student-teacher relationship depending on how students ask questions and how the teacher answers them. I summon teachers who always arrive late for lessons as this could mean that the planned lesson for the day will be cut-off due to time limits. (Interview, 21<sup>st</sup> October 2021).

This shows that the least practiced instructional supervision activities as checking whether teaching and learning aids are used and student’s continuous assessment. Principals make efforts to check whether all lessons are attended to and that students are provided with text books to enhance revision and reading ahead of the teacher. Findings concurs with Yunas (2013) who

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observed that principals need to supervise the teaching and learning process to have effective teaching and learning.

Adequacy of teaching and learning resources enhances effective learning and teaching process. The learning resources are essential to both teachers and students. The study therefore sought to find out the adequacy of instructional materials in the school. Teachers were asked to tick on adequacy of the teaching and learning resources.

**Table 9: Teachers’ Responses on Adequacy of Teaching and Learning Resources (n-64)**

Teaching and learning resources	Adequate		Inadequate		Not available	
	F	%	F	%	F	%
Chalk boards/White Boards	54	84.4	10	15.6	-	-
Reference books for teachers	23	35.9	41	64.1	-	-
Students exercise books	37	57.8	27	42.2	-	-
Number of text books in every subject	19	29.7	43	67.2	2	3.1

Findings show that majority of the teachers 84.4% indicated that the chalkboards were adequate, 64.1% indicated that reference books for teachers were inadequate, 57.8% indicated that students exercise books were adequate and 67.2% indicated that number of text books in every subject were inadequate.

These findings were also substantiated by those of the principals who confirmed that:

The teaching materials especially reference books for teachers and students’ text books are inadequate. I try to ensure that majority of students if not all have access to textbooks by equipping the library. We sometimes ask the parents to buy text books for their children. Chalk boards enables teachers to capture students’ attention and the charts break the monotony of theoretical lesson and enables learners to give feedback (Interview, 19<sup>th</sup> October, 2021).

This means that teaching and learning resources enable the teaching and learning process to go smoothly hence improving student and teacher performance. Teaching and learning materials are essential ingredients in learning, and the intended curriculum cannot be easily implemented without them. Findings concur with Mburu (2017) that the presence of teaching/learning materials promote and encourage effective teaching/learning and lack of these materials cause poor learning which contribute to poor performance in national exam.

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The study employed Karl Pearson’s coefficient of correlation (r) and regression to test the study hypothesis which states that; there is no significant relationship between principals’ instruction supervision practices and effective teaching and learning process in public secondary schools in Kajiado North Sub County. Correlational help researchers determine the direction and strength of the relationship between different variables.

**Table 10: Correlation Coefficients**

Variables	Effective teaching-learning	Professional records	Classroom visitation	Academic clinic	T&Ls	
Effective teaching-learning	Pearson Correlation	1				
	Sig. (2-tailed)					
Professional records	Pearson Correlation	.376**	1			
	Sig. (2-tailed)	.002				
Classroom visitation	Pearson Correlation	.102	.021	1		
	Sig. (2-tailed)	.424	.872			
Academic clinic	Pearson Correlation	.363**	.585	.222	1	
	Sig. (2-tailed)	.003	.000	.078		
T&Ls	Pearson Correlation	.509**	.245	.009	.129	1
	Sig. (2-tailed)	.000	.051	.943	.310	

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

According to the results in Table 10, there is a moderate significant relationship between supervising professional records and effective teaching-learning ( $r = 0.376$ ,  $p\text{-value}=0.002$ ), a very weak correlation and insignificant relationship between classroom visitation and effective teaching-learning ( $r = 0.102$ ,  $p\text{-value}=0.424$ ), a moderate significant relationship between academic clinics and effective teaching-learning ( $r = 0.363$ ,  $p\text{-value}=0.003$ ) and a strong significant relationship between adequacy of teaching and learning resources and effective teaching-learning ( $r = 0.509$ ,  $p\text{-value}=0.000$ ). The study therefore rejects the study hypothesis since there is convincing evidence to claim that there is a significant relationship between principals’ instruction supervision practices (frequency of checking teachers’ professional records, classroom visitation, academic clinic, and provision of teaching and learning resources) and effective teaching and learning process in public secondary schools in Kajiado North Sub County. Finding concurs with Namunga (2017) who found out that there was significant relationship between supervision of instructional practices and students’ performance. Also, Ngunjiri (2012) found that there was a significant effect on performance due to the frequency of instruction supervision.



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A regression analysis was conducted to establish how a unit change in the frequency of checking teachers’ professional records, classroom visitation, academic clinic, and provision of teaching and learning resources causes a change in effective teaching and learning process

**Table 11: Regression Coefficients**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant/Y Intercept	3.197	.968		3.304	.002
Professional records	.163	.153	.142	1.070	.289
Classroom observation	.043	.098	.048	.443	.659
Academic clinics	.441	.275	.212	1.599	.115
T & Ls	1.159	.278	.447	4.170	.000

Findings in Table 11 show that; for every unit increase in professional records, there is a 0.163 change in teaching-learning process, a unit change in classroom observation increases teaching-learning process by a value of 0.043, a unit change in academic clinics increases teaching-learning process by a value of 0.441 and a unit change in teaching and learning resources increases teaching-learning process by a value of 1.159. The highest strongest predictor of effective teaching-learning process is teaching and learning resources (4.170), and the weakest is classroom observation (0.443). This means that instructional supervision practices is key to effective teaching-learning process resulting to improved teacher and student performance. Finding concurs with Kweku and Baffoe (2018) that teachers’ and students’ performance is influenced by frequency of conducting instructional supervisory practices.

### **Conclusions**

The principals allocate very little time to instruction supervision practices such as checking teachers’ professionals’ records, classroom observation and organizing academic clinics. Majority of the principals conduct instructional supervision practices once per term or once per year which is not adequate enough to monitor classroom activities and ensure that key stakeholders such as parents are involved in the teaching-learning process. The students may underestimate the frequency of checking students’ continuous assessments scripts since the principal may opt to check this at his own office and not in the classroom. Regarding use of teaching and learning aids, they may not be frequently used in classrooms justifying why the students rate activity low. Instruction supervision help to improve performance since timely covering of syllabus gives the students adequate time to revise in readiness for the exams and it ensures that teachers deliver content to students which promote comprehension of topic under study. Teachers have different needs and organized training programs would help to cater for individual needs of teachers. When under supervision, teachers would give their best although this might not be a good measure of their performance since they are likely to change their

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behavior given the fact that they are aware of being monitored. Provision of curriculum material may improve performance of teaching-learning process for the benefit of both teachers and learners.

### **Recommendations**

The ministry of education should set up a leadership institute that is responsible for training principals on instructional supervision practices so as to enhance their awareness and competence to effectively carry out the supervisory practices. Teachers Service Commission should appoint principals who are experienced in instruction supervision. This will ensure adequate planning, organization and execution of responsibilities. The ministry of education should put up a standardized measure of effective instructional supervision and strengthen follow up mechanisms on the roles and practices utilized by principals on supervision of instruction in schools. The national government should provide all the necessary teaching and learning resources and should ensure that the secondary schools infrastructure and other learning and teaching facilities are provided. The Quality Assurance and standards officers should strengthen their supervision in the secondary schools in order to strengthen quality instructional supervisory practices by the principals. The principals should carry out regular classroom visits to ensure quality teaching, learning and content delivery is in line with recommended syllabus. They should make effort to discuss results of supervision with the teachers concerned with the aim of improving their instructional practices. Principals should promote discipline to the students especially through guidance and counseling.

The school principals should delegate duties to the deputy principals and Heads of departments to enable the task of instructional supervision in schools to be effective. Teachers should use pedagogical documents like lesson plans and schemes of work with clearly assigned activities and tasks as a way of assisting the learners to engage in the learning activities productively. Teachers should strive to attend class on time and use the time appropriately to deliver the content of the syllabus. Teachers should also create a harmonious and healthy academic relationship with students by being friendly and approachable. The students will then be able to approach teachers and ask teachers without fear of intimidation or ignorance. Teachers should realize that the use of instructional materials during lessons simplifies content and brings distant events into classroom situations for easy understanding. This could contribute to learners' involvement in the activities of the lesson so that the desired learning outcomes are achieved.

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