IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION AND ITS RELATIONSHIP WITH TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NANDI NORTH SUB-COUNTY, KENYA

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Stellah Jelagat Yego

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APPROVAL SHEET

This thesis entitled *Implementation of instructional supervision and its relationship with teachers' performance in public secondary schools in Nandi North Sub-County, Kenya,* written and submitted by **Stellah Jelagat Yego** in partial fulfillment of the requirements for the degree of Master of Education (Curriculum and Teaching) is hereby accepted and approved.

_____   _____
Prof. Elizabeth Role   **Dr. Catherine Amimo**
Supervisor   Supervisor

_____   _____
Date   Date

Accepted in partial fulfillment of the requirements for the degree of Master of Education (Curriculum and Teaching).

_____
Dr. Paul Wahonya
School Dean

_____
Date

_____
Dr. Moses Kibirango
Director of Graduate Studies and Research

_____
Date

ABSTRACT

This research study was tailored to investigate the implementation of instructional supervision and its relationship with teachers' performance in public secondary schools in Nandi North Sub-County. Descriptive-correlational research design was adopted in which Instructional Supervision and teachers' Performance Questionnaire were used to obtain relevant data from 187 teachers in 15 selected Public Secondary schools using the simple random sampling techniques. Purposive sampling technique was used to select 42 HODs who were interviewed. Descriptive statistics and Spearman's rank-order correlation coefficient at 0.05 level of significance were used to analyze the data generated and answer the research questions. The study relied on theory Z by William (1980) which is a supervision model that grew from perceived inadequacies with theories X and Y. Based on TPAD scores the performance of the teachers was above average. The study reveals that the extent of implementation of instructional supervision in lesson preparation, preparation of assessment materials, lesson implementation, and innovation and creativity is good. There is no significant relationship between instructional supervision in lesson preparation ($r_s = .031$, $p = .679 > .05$), preparation of assessment materials ($r_s = .132$, $p =. 072 > .05$), and innovation and creativity in teaching ($r_s = -.036$, $p = .627 > .05$) and teachers' performance based on TPAD scores. There is a significant relationship between instructional supervision in lesson implementation ($r_s = -0.152$, $p = .038 < .05$) and teachers' performance based on TPAD scores. The relationship is weak and inverse, which implies that principals tend to supervise the lesson implementation of teachers whose performance is wanting. One important way of improving instruction is through regular supervision of all teachers by principals of schools and by fully implementing instructional supervision.

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LIST OF ABBREVIATIONS

TPAD	Teacher Performance Appraisal and Development tool
TSC	Teachers Service Commission
TTC	Teacher Training College
ICT	Information Communication Technology
HODS	Heads of Department
MOEST	Ministry of Education Science and Technology
NACOSTI	National Council of Science Technology and Innovation
CAT	Continuous Assessment Test
KCSE	Kenya Certificate of Secondary Education
INSET	In-Service Training
UNESCO-IICBA	United Nations Educational, Science and Cultural Organization-International Institute for Capacity Building in Africa
QASO	Quality Assurance and Standards Officer
NOUN	National Open University of Nigeria

CHAPTER ONE

INTRODUCTION

Background of the Study

The key goal of instructional supervision is to encourage teachers to improve teaching by improving their behavior (Ngipuo, 2015). The purpose of this study is to introduce implementation of instructional supervision that deals with the whole range of activities that the supervisor (leader) performs in order to raise awareness, mobilize and inspire school staff. The purpose of oversight is to ensure that employees conduct their work in the best possible way to achieve the specified educational systems aims and objectives (Marshall, 2013).

As for the area of educational practice with specifically defined roles and responsibilities, Sergiovanni and Starrat (as cited in Sekunda, 2013) suggest that supervision did not totally fall from the sky. Rather, supervision steadily arose as a separate activity, often in relation to the institutional, academic, cultural and professional complexities that produce the complex schooling agenda historically.

The supervision of instruction in Colonial New England started as an external inspection process: one or more local people were named to verify both teaching and learning. In the practice of supervision, the inspection subject was to be strongly incorporated. The supervision history of educational administrators as a formal operation in a system of schools started only when common school was founded in the late 1830's. The population increase in the major cities of the US forced the establishment of city school systems during the first half of the nineteenth century. During the course of the schools, superintendents reviewed the teachers' curriculums

and students could recite their lessons. The increase in the number of schools quickly made this an impossible task for the superintendents (Panigrahi, 2012).

The Federal Race has made major changes to the instructional supervision in the United States. Learning tracking must include teacher achievement ratings, and student development must notify these ratings. The Teacher Monitoring Scheme requires decisions on pay, advancement, deletion, tenure and relicensing (Campbell, 2013). Training monitoring intensifies the relationships between professors and the supervisor, decreases the tension of both supervisors and students, improves the student's attention through sincere discussions and deepens the teacher's thought about content and education, while the results are good and may have implications for the future (Campbell, 2013).

In India, Tyagi (2010) argues that the supervision of education by leaders could lead to the development of teachers and encourage them. In India's government and private-sector schools, which lag behind and face problems in many respects, this is specifically important. Private school leaders contribute to the teaching-learning process. They are also free to coordinate teachers' professional development programs. These alternatives are denied to government and private assistance colleges. However, government agencies may also provide similar assistance as private schools to effectively train teachers.

Different governments have highlighted educational oversight in sub-Saharan Africa in order to enhance the standard of education. Few countries have, however, tried to ensure that teaching policy and teacher work are thoroughly placed and assessed within a systematic improvement agenda and practical quality assurance frameworks. Indeed, one of the main shortcomings in all African education systems (UNESCO – IICBA, 2016) still lies in the lack of coherence between the education

policies and wider components of education system (including, but not limited to education monitoring, national learning tests and surveillance measures, etc.). Instructional oversight has a uniquely important role in the whole system of education and it is utterly expedient to concentrate on it.

In Nigeria today, educational supervision is considered to enhance the teacher's professional development, curriculum and teaching techniques in the classroom through democracy interactions between teacher and supervisor (Okendu, 2012). Supervision is as old as the teaching profession in the education system and has developed in many respects since the colonial period. The objective is to support and strengthen the education process in the education system, since education plays an important role in the social, political and economic growth and development of every nation (NOUN, 2006).

Supervisory department in Ethiopia has been functioning since 1941 while the name of the operation has changed from inspection to supervision. In order to achieve effectively and efficiently the expected objectives of educational oversight two approaches were taken: out-of-school (external) oversight and school (in-school) oversight; the former is performed by external oversight managers on the state, regional and lower levels; the latter by school heads, department head. The new supervision method called "subject area education supervisory" has been used by schools, particularly municipal government and private schools in the city since the beginning of 2004, and it is a form of school-based supervision that has been carried out using a combination of permanently appointed supervisors of subject areas, school principals, department heads and senior teachers. The Supervising Officers in the field are teachers who, based on their qualifications and experience as permanents in each

school, are hired and assigned to provide teachers with professional support (Alemayehu, 2008).

Education in Kenya was established at the beginning of the 1900s when the colonial government founded the Department of Education (Glennerster, Kremer, Mbiti, & Takavarasha, 2011). The management and control of schools were kept during this period by 17 colonial governments, and the supervision of teachers and school administration was considered to direct and evaluate the activities of teachers.

The post-independence committee (The Republic of Kenya, 1964) and the National Education Priorities and Policies (The Republic of Kenya, 1976) influenced the instructional supervision of schools; and the Koech report (Koech, 1999). These committees made recommendations on the improvement of colonial oversight to ensure teacher efficiency and education quality. In order to comply with the requirements of education results, the Kenyan Constitution (2010) and the TSC Act (2012) were adopted to name a principal (head teacher), who supervised the teaching staff.

The absence of supervision leads to lack of communication and subsequently teachers' indiscipline. Teachers will become disrespectful to one another and low-grade performance will be reported and crimes of different kinds will be seen like absenteeism, lateness, drunkenness, and incapacity to manage the orders of classrooms. Less education also leads to low moral standards and low productivity among teachers (Kotirde & Yunos, 2015).

In Kenya, head teachers' supervisory functions, such as: personal schedule, curriculum for teaching subjects, approval and updating work schemes, updating work lesson plans, updating classwork weekly, mark-books, national exams analysis study, marking/checking of students workbooks and regular class/learning attendance rooms

and teacher supervision roles ensures that the teacher becomes effectives (Teachers Service Commission., 2017).

Teacher success demonstrates the effect of the teacher on student learning through student test outcomes and pedagogical practices. According to Haynes (2010), teachers must prepare all the stages of the execution of study documents before the students use them. This includes planning the lessons through the development of a schemes of work and a lesson plan that defines the goals of education, teaching/learning support and evaluation tools and uses the required teaching methods.

The teachers' poor performance is due to poor management and insufficient supervision. Some directors do not have general leadership skills and do not address their teachers' issues efficiently. Teachers are not training enough to be properly prepared. The success of teachers in schools is due to proper training. The laxity of teachers severely hampers their achievement (Walaba, 2008).

A variety of studies have been performed at the national and county level focusing on educational monitoring of teacher results. The studies included Nzile (2012), Gichobi (2012), Wanzare (2012), and Bitok (2015). In Nandi North Sub County none of them filled the void. The analysis on the implementation of educational supervision and its relationship to teaching in public secondary high schools in Nandi North Sub-County, Kenya, therefore considers it important for the researcher.

Statement of the Problem

Implementation of instructional supervision and its relationship with teachers' performance is very essential for achievement of educational goals. The principal is given a clear framework of teaching staff's activities and responsibilities at school by

means of educational surveillance. As a basic requirement in school administration, therefore, educational supervision involves efficient and appropriate personnel management tactics, aiming to guide their efforts towards a community's desired educational goals.

Any institution in which students learn to achieve a specific goal must be efficiently organized and controlled. In its main education and training plan (1997-2010), the Government of Kenya notes that the majority of schools are not provided for the monitoring of education which leads to poor educational performance (John, 2011). In accordance with this, the World Development Report (2018) proposes to retrain and reward hard-working teachers to improve the quality of their learning.

Earlier studies have not revealed to what extent educational supervision is applied in public high schools and the potential effects this would have on the performance of teachers (Government of Kenya, 1997–2010, John, 2011; world development report, 2018). Bitok (2015) states that factors which promoted the use of a non-directive educational supervision model among Nandi South Sub County public-secondary teachers have never been achieved as educational supervision was not fully implemented at Kenya's public secondary schools; Bitok (2015) says that teacher performance was never achieved.

The teacher's highest performance thus has never been achieved, since educational supervision in public high schools in Kenya was not fully implemented. This study sought to examine the application of educational supervision in Nandi North Sub County in public high schools and their relation to teacher performance.

Research Questions

The following research questions were used in the study to investigate the influence of instructional supervision on teachers' performance in Nandi North Sub County:

1. What is the level of performance of public secondary school teachers in Nandi North Sub-County based on TPAD scores?

2. To what extent is instructional supervision implemented in public secondary schools in the following areas?

   (a) Lesson preparation

   (b) Preparation of assessment materials

   (c) Lesson implementation

   (d) Innovation and creativity in teaching

3. Is there a significant relationship between instructional supervision and teacher performance in each of the following areas?

   (a) Lesson preparation

   (b) Preparation of assessment materials

   (c) Lesson implementation

   (d) Innovation and creativity in teaching

Hypothesis

This study tested the stated null hypothesis as generated from the inferential research question:

H_0: There is no significant relationship between instructional supervision in lesson preparation, preparation of assessment materials, lesson implementation, innovation and creativity in teaching and the teachers' performance in public secondary schools in Nandi North sub-county, Kenya.

Significance of the Study

The information obtained from the study would be helpful to:

1. The Ministry of Education to design appropriate induction courses that sensitize principals in the key areas of supervision such as lesson preparation, preparation of assessment materials, lesson implementation and innovation and creativity in teaching.

2. Curriculum developers at Teacher Training Colleges (TTCs) and Universities to integrate the important components of supervision in the courses offered to pre-service teachers.

3. Principals and teachers that they may be sensitized on critical areas of supervision and how each of these areas contributes to their overall performance as laid down in the performance contract tool.

4. Improve teachers' performance so that they cover syllabus on time, prepare skills, knowledge, and the attitude of the students towards the subject, hence the improvement of student performance.

5. Student performance in that the teacher will cover syllabus on time, prepare skills, knowledge, and the attitude of the students towards the subject hence the improvement of student performance.

6. The state of the art in the area of instructional supervision as contribution to existing body of knowledge and to provide information to the new researcher who is interested to investigate on the topic later.

Justification of the Study

The government of Kenya through TSC initiated the introduction of instructional supervision in public secondary schools but there seems to be laxity in the process because of teacher and the principal factors that may have hindered the

process (Jared, 2012). Bitok (2015) states that teacher performance has never been maximized, as educational supervision has not fully been carried out in public high schools in Kenya. Bitok (2015) studied factors promoting non-directive models of supervision by public high school teachers.

The justification for the study is that the public secondary schools are facing challenges of inadequate implementation of instructional supervision. A research conducted by Bitok (2015) in Nandi South Sub-County showed that instructional supervision practices such as frequent use of classroom visits, lesson observation and peer coaching by instructional supervisors have not been fully implemented. Therefore, there is need to carry out the study on the implementation of instructional supervision and its relationship with teachers' performance in Nandi North Sub County.

Theoretical Framework

William's (1980) theory Z was used in this study. Theory Z is a relatively new supervisory model, based on perceived insufficiencies in X and Y theories. Thought behind Theory Z is to keep the supervisor with the employer (TSC) and will devote him or herself to the organization by providing a career for a supervisor rather than just a job. Theory Z includes input from the supervisor in the monitoring process. It calls for supervisors to share responsibilities with supervisees and for the organization (TSC) to show concern for all of Maslow's needs and not only for some as X and Y advocates (McGregor, 1960).

Theory X assumes that workers do not like their work, do not have responsibility and must be constantly directed; must be controlled, forced and threatened to perform work; must be supervised on every stage; does not have incentives to work or ambition. In contrast, theory Y assumes that employees are

happy to work in their own right, are more involved in decision-making and self-motivated to complete their duties, enjoy owning their job, seek and take responsibility and need little direction.

The relevance of this theory to instruction supervision is based on the notion that the principal as an internal supervisor should encourage participation and interaction between himself and the supervisee, as far as possible; the principles of equality should be respected and practiced. Equality principles require supervisors to regard their supervisees as supervising colleagues who will lead to improved delivery of teaching and teacher performance.

Conceptual Framework

Independent Variables   **Dependent Variable**
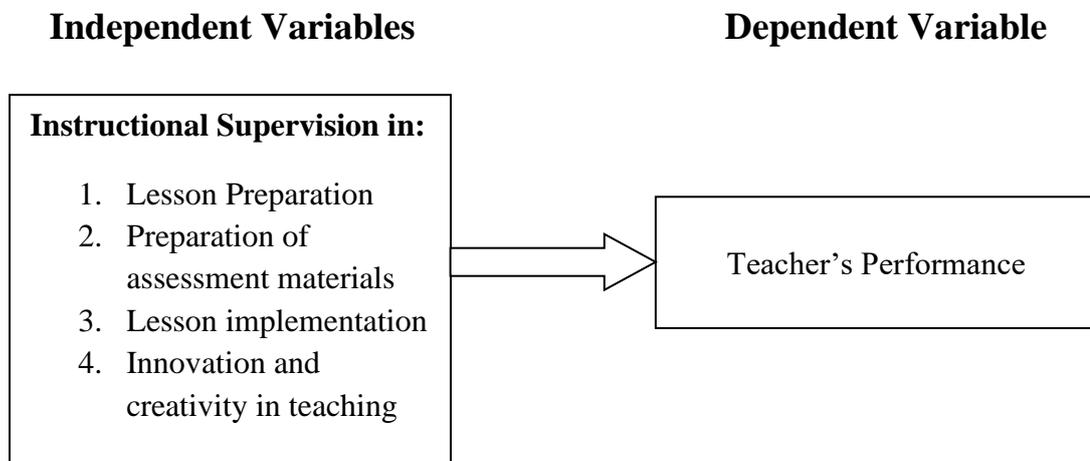
Figure 1. Instructional supervision aspects that correlate with teacher performance.

Figure 1 shows a model of the connection between teacher performance and supervision. By using various practices, the head teacher is responsible for influencing teachers in their job results. Practices include the preparation of lessons, preparation of evaluation papers, introduction of lessons and innovation and teaching imagination. This variable is accomplished through a supervisory mechanism which can affect the dependent variable - teaching results, professional knowledge and application indicators, time management, innovation and creativity in teaching,

security of learners, safety, discipline and teacher behaviour, co-curricular activities promotion, professional development and collaboration.

Scope of the Study

This study was performed in Nandi North Sub-County, Kenya. The study studied the implementation of the supervision in public secondary schools and their connection to teacher efficiency. The Sub County has public secondary schools, where some are mixed schools, girls' schools, and boys' schools. The respondents of the study in these schools were principals, TSC teachers and heads of departments. The variables that were used in the study were: Supervision of lesson preparation, Supervision of preparation of assessment materials, Supervision of lesson implementation, Supervision of innovation and creativity in teaching are independent variables and teachers' performance measured by TPAD as the dependent variable.

Operational Definition of Terms

The following are the definition of terms for the study:

Assessment materials: Refers to approaches or tools used by supervisors in assessing, measuring and recording student preparation for schooling, learning, development of skills and education needs.

Classroom observation: Is the expected teacher-director session to take stock of a teacher's strengths and challenges in the teaching process to strengthen the educational process further.

Classroom visitation: Refer to a principal's visit to a classroom whether the teaching/learning process is being carried out or not.

Creativity: Teaching to promote growth of student in relation to the development of original thought and action. Creative

teaching focuses both on the methods a teacher uses to deliver learning and the overall effect those methods have on students and the outcomes produced.

Evaluation: The utilization of internal and external metrics by the principal to measure teacher's output in terms of results and processes.

Innovation: Refers to teachers using methods, practices, and techniques, often beyond the use of a new tool or technology, and above and beyond normal pedagogical practices, resulting in teaching and learning excellence.

Influence: The capacity of instructional supervision to have an effect on the teacher performance.

Inspection: The verification of both the teacher and the principal compliance with established rules, regulations and benchmarks.

Instructional supervision: This are activities of supervisory such as classroom visits, classroom observation, post observation conference, checking professional records in public secondary schools in Nandi North Sub-County.

Lesson implementation: Is the use of teaching methods chosen by the teacher to help students learn. The items in the lesson plan are introduced and delivered by the teacher in a specific time which transmits information.

Lesson preparation: Refer to the teacher's thorough explanation of the lesson or "learning trajectory"

Practices:	Refer to activities such as class visits, classroom observation, post-observation conference, checking professional records by principal in secondary school.
Professional documents:	The official documentation a teacher needs to complete such as job plans, a lesson plan, work records, progress records of students, and an attendance register.
Secondary school:	This is an educational institution operating to provide formal instruction to young people within four-year duration in the context of Kenya. It refers to the second level of the 8. 4 .4 system of formal education—8 years of primary education, 4 years of secondary education and 4 years of university education
Supervision:	This is a school activity carried out by the principal towards the teachers to offer specialized help and support in order to make them more effective in improving teaching and learning situation. It is the regular/periodic oversight of individuals (principal) or entities (school management), using evaluation results (and sometimes inspection) providing direction and information of those supervised (teacher).
Teacher:	A person who educates and manages all associated teaching activities in secondary schools; and who is under instructional supervision.
Teachers' performance:	Refers to teacher's demonstrated impact on students'

learning as established through student achievement test scores, observed pedagogical practices, or employer or student surveys. In this study, this was measured by the Teacher Performance Appraisal and Development (TPAD) tool total score.

Teaching standards: Mean standards of teaching prescribed by the Teachers Service Commission

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

Relevant textbooks, educational journals, government reports, and other internet resources inform the review of literature and studies in this research. The review is under the following sub topics:

1. Instructional Supervision

2. Teacher's Performance

3. Supervision of lesson preparation

4. Supervision of preparation of assessment materials

5. Supervision of lesson implementation

6. Supervision of innovation and creativity in teaching

7. Importance of supervision on lesson preparation

8. Importance of supervision on preparation of assessment materials

9. Importance of supervision on lesson implementation

10. Importance of supervision on innovation and creativity in teaching

Instructional Supervision

According to Dewey (2015), the purpose of instructional monitoring involves any effort by appointed school officials to provide leadership in the enhancement of teaching for teachers, teacher professional development, the collection and revision of teaching goals, instruction materials and methods.

Teachers who work in the social role models often work on the supervisor's growth levels. According to Watkins (2017) in his own model and Eclectic or Integrationist Models (Wanzare, 2012) suggest that supervisors are required to follow

the "cardinal principles of integrative supervision." These are among the following principles: conducting a needs assessment; considering the approach to therapy (supervision methods should parallel supervision); mixing supervisory methods; operating under a coherent framework, tailoring supervision for each individual student; matching supervision with the variables of the trainee; considering the level of development of the trainee as well as the individual language of the trainee. Building from a specific and interconnected viewpoint, most managers need to involve the supervisee in a discussion of supervision processes and models (Watkins, 2017).

The key role of the instructional supervision is to improve the teacher's acts, improve service teachers, select and organize subjects, evaluate and measure teachers. While the role of the supervisor is as follows: planner, organizer, leader, assistant, assessor, motivator, communicator and decision-maker (Dewey, 2015).

Discoveries from Wanzare (2012) show that supervision of training is viewed as a process for checking the work of other persons, to ensure that redress is followed and that reliance on the higher specialists is maintained. As a procedure that provides guidelines, Reinhartz (2015) has seen educational supervision as critical for teachers to demonstrate in order to enhance their teaching abilities. The reason for educational supervision, as indicated by Wanzare and da Costa (2016), centers on educational changes that improve understudy achievement.

Various studies found that supervision serves to improve teaching and teacher performance. The ultimate objective of supervision is to improve training to provide better education as Nolan and Hoover (2004) and Habimana (2008) have said. When head teacher monitor teacher's performance and note the merit of the teachers using advantageous and appropriate techniques, school students will achieve high success

rates in basic education national exams. In addition, appropriate training supervision practices such as regular visits to the classroom, ensures the observation and practice of the discipline of students, know the learning methods used in teaching and checking teachers' logbooks and the use of feedback by head teachers has positive effects on teacher's performance.

In a study conducted by Lyonga (2018) in Cameroon, CEOs' supervisory practices have positive effects on teachers' performance through class visits and record checks. It would be possible to carry out these practices by head teachers on an ongoing basis and it increases teachers' work performance, improve the teaching learning process and achieve high success rates for students.

The main means for improving school education and learning, with head teachers as instructional managers, has been regularly seen in Kenya. As the Kenya Training, Science and Innovation Department (2013) has noted, head teachers, who supervise their institutions, are obliged to ensure instructors update their established educational programs and that learning actually takes place.

Republic of Kenya (2004) has noted that the frequency checking of the work of teachers by head teachers has given the head teachers the opportunity to foresee the provision and need of pupils through on-site early intervention; therefore, the performance of both teachers and pupils at primary public schools is significantly affected. To allow and encourage teachers to study more by the head teacher has a positive impact on the performance of the teachers' work. The implementation of instructional monitoring therefore, involves every activity aimed at establishing, maintaining and improving the teaching-learning process in schools. This improvement is often seen in a formal context of supportive interaction between teachers and supervisors.

The Republic of Kenya (1999) referred to as the Koech Report has concluded that the ministry has failed to provide professional guidance to teachers and teachers have develop poor moral standards. The supervision of course preparing, preparing assessment materials, supervising the implementation of the lesson, monitoring innovation and creativity in teaching is therefore an instructional supervision in this study.

Teacher Performance

An efficient teacher needs an efficient personal timetable, a syllabus of teaching subjects, an approved and updated work scheme, updated work lesson plans, updated work logs per week, a trademark book, subject/school analysis for National Exams, signed work exercise books and students' progress logs (Teachers Service Commission, 2017).

According to Haynes (2010), teachers must schedule all the stages of the execution of study documents before the students use them. It involves training through the establishment of a work scheme and a lesson plan that identifies educational objectives, teaching/learning aids and assessment tools, as well as the use of adequate teaching methods. The curriculum instruction is expected to be based on these sound teaching principles, which should be observed by the teacher for effective teaching. Good planning of lessons is essential for the learning process.

Every teacher should understand that they themselves aren't an island. The district's educational philosophy and the uniqueness of the schools should guide what happens in the classroom. Every teacher's management effort must take into account the code of discipline of the school which is fair, responsible and meaningful (Haynes, 2010).

The teacher needs teaching documents that every serious teacher needs to understand in order to develop them and to use as a means of training by Ureybu's work (as mentioned in Kimosop, 2015). The documents required to achieve this, are the use of a curriculum book which guides a teacher in planning effective training in the classroom where they must use it to identify their purposes, write the work scheme and teaching plans. Learning the official course description of the subject is required for the teacher; select the wide areas of content to be covered by the teacher. This is planned to fit into the description of the content of the subject and the teacher must consider whether the content is achieved within the specified time period by Oketch and Asiachi (as cited in Kimosop, 2015).

According to Kisirkoi (2015), teacher creativity, innovation and hard work are also demanded by the use of ICTs. This means that teachers should look for appropriate material on the web that they customize to meet the individual needs of the individual learner in the classroom. Teachers need to apply 21st century knowledge in teaching and learning, particularly innovation and ICT integration.

Banfield, Richmond and McCroskey (as quoted in Yariv, 2011) report that problematic teachers are one of the most challenging school directors ever to face, according to Banfield's research. Poor teachers not only deliver the expected outcomes, but can also prevent people from doing their jobs and reduce employee credibility with their negative behaviour. They consume a lot of time for the head of the organization and replace other workers who could help the organization more. Despite the prevalence of this phenomenon across countries and cultures, it is extremely difficult for school administrators to improve or discard the performance of weak teachers Zhang work (as cited in Yariv, 2011).

What causes an employee to fail? Professional problems can stem from external and internal influences such as the manager's or supervisor deficiencies, employee deficiencies, or outside or non-employment effects which affect the employee Steinmetz, 1969 (as cited in Yariv, 2011, for example). The problem is multi-faceted. Bad management skills and inadequate monitoring are a significant external cause of poor results. Some administrators lack general communication skills or simply struggle to handle teachers' problems effectively. They do not take early corrective action when this guidance can help. Administrators are often guilty of their predecessors who may have neglected or refused to challenge or offer helpful assistance to ineffective teachers (Yariv, 2011).

Supervision of Lesson Preparation

According to Egwu (2015), the instructional functions of a teacher supervisor in the planning of courses include: daily meetings with educational personnel, personal visits to the school, supervision of lessons and notes, meeting with teachers to establish goals and the basis for the advancement of education, observance of classroom instruction and encouraging teachers to obey.

In Kenya the MOEST is in charge to formulate and supervise the curriculum, while the teacher ensures it is followed in a correct way to support the classroom instruction. The lessons are focused on common phenomena of achieving the national educational goals. The capacity of the teacher to interpret, prepare and apply the curriculum was determined by taking the required procedures by the profession to ensure the achievement of the educational goals (Kimosop, 2015).

Walaba (2008) points out that pedagogy has been claimed to be a major area of concern. Teachers are almost reduced to preachers because they are not properly

trained for proper education. Academic success at schools is due to teachers' adequate education and the laxity of teachers severely hinder their achievement.

Findings from Brown (as cited in Kimosop, 2015) suggest that no matter whether a teacher is kind and polite, it is unlikely for him or her to succeed unless he or she has a detailed knowledge of his or her subject matter and strong general knowledge. Teaching does not happen by mistake and needs to be thoroughly planned and trained to be successful. Teaching is a dynamic undertaking involving the management of classrooms, planning of lessons and the organization, assessment and feedback of teaching activities. The classroom success of students is mainly dependent on efficient training and adequate teacher preparation.

Rosenshine's (as described in Kimosop, 2015) says that preparation, before you start to teach and meet a group, should be the first thing a teacher should do, and it is a sign that education goals will be met. In the research of Ofoegbu (as quoted in Kimosop, 2015), the ineffectiveness of teachers' contact with the students in classrooms may be responsible for the observed students' low performance and the deteriorating levels of education, which are widely applauded, in Nigeria. This is correlated with the low performance of teachers in carrying out instructional work, insufficient learning methods and scant teacher support.

In certain cases, teachers are accused of failure to investigate the lack of laxity by parents and the general public (Quality Assurance and Standards Circular No.1, 2009). The poor curriculum and poor participation of teachers in classroom education is said to have led to that in various schools, leaving one question of discrepancies yet the directions are provided by the same teachers who have undergone the same training programme (Kimosop, 2015).

Teachers must plan all the stages of curriculum document implementation before the students use it through their help. The lessons should be prepared by developing a work program and a lesson plan which define the goals, teaching aids and evaluation tools and use the relevant teaching methods. The curriculum instruction is supposed to be based on the solid principles of teaching which teachers should follow for effective teaching (Haynes, 2010).

The success of the subject was jeopardized with the conviction that it is an enhanced subject that is pursued academically by average students in order to raise their grades and thus lacks the seriousness that teachers and students deserve, where the subject can be passed through even with less feedback. The instructor is the key figure to ensure that each stage is confirmed by the success of the other by proper preparation, as seen in the following stages. Successful teaching at the lessons require the following main phases (Haynes, 2010):

i. Stage of preparation (Planning)

ii. Identify and separate into topics the material to be discussed in the programme.

iii. Objectives defining - general as well as unique.

iv. Content scheming.

v. Planning of lesson.

vi. Stage of implementation (Actual teaching)

vii. Option of effective methods for teaching

viii. Use of materials for learning or teaching.

ix. Stage of evaluation (Achievement of instructional objectives)

x. Assessment/evaluation measures used.

xi. Feedback measures used.

The work of Oketch and Asiachi (as quoted in Kimosop, 2015) argues that the following step must be taken prior to the start of the teaching; Read the official description of the topic in the course of the syllabuses; Choose the wide fields of content that should be covered by the subject teacher; this will be structured in that it corresponds to the description of the subject.

Haynes (2010) study states that the teachers should know equally the content they need to learn under the guidance of the curriculum text. Instructional preparation requires relevant documentation and records to be used for the process of instructional creation. The teacher needs teaching documents that any serious teacher needs to understand in order to improve them and to use as a means of training, according to Ureybu's work (as stated in Kimosop in 2015). The documents necessary to achieve this are the use of a curriculum book which guides a teacher in planning successful training in the classroom where they must use it to define their purposes, write the work scheme and teaching plans.

Gichobi (2012) suggested, in her report that school leaders should improve attendance sessions, that teacher notes be reviewed; principals be invited to observe teachers; and that student appointments be checked and C.A.T. scripts should be written in order to make sure that daily marking is carried out.

Supervision of the Preparation of Assessment Materials

In the past 30 years, the position of the manager has changed from a manager to instructional teacher. As educational officials, administrators now share responsibility for the success of students in high-stake tests evaluations. Therefore, it is the primary role of the organizational management to supervise the preparation of evaluation material through review and interpretation of evaluation data (Grigsby & Vesey, 2011).

Assessment is a systemic mechanism in which a teacher gathers knowledge about what a student knows, can do and learns to do. Evaluation information provides a framework for decision-making and curriculum and learning preparation. Evaluation is an integral part of education that increases, empowers and celebrates teaching among students (Russell, Airasian, & Airasian, 2012). Leaders are responsible for encouraging their teachers to improve their learners learning by formative school evaluations. The key stakeholders are encouraged to use summative state evaluation to highlight areas that require professional development of their teachers (Hess & Kelly, n.d.).

Russell et al. (2012) stressed the need for appraisal activities to ensure that these standards are applied:

(a) Students' best interest is important

(b) Assessment advises and facilitates learning.

(c) Evaluation is integral and ongoing to the learning/teaching process (including evaluation and reporting).

(d) The evaluation is clearly related to outcomes of the curriculum.

(e) The evaluation of all students is fair and equitable and involves multiple information sources and a range of evaluation strategies.

(f) The student has the greatest chance to prove what he/she knows and/or understands /should.

A research on teaching supervision from the teacher's and head teacher's viewpoint was carried out in Ghana by Baffour-Awuah (2011). He found out that teachers had created and submitted their lesson plans early Mondays for review, gave pupils plenty of exercises, recognized them and helped pupils to make their

corrections. Some heads said they gave teachers teaching tools, assistance and suggestions to improve teaching.

The teacher's assessment enhances responsibility, motivates teachers, encourages professional development, promotes quality in education and, above all, improved student education, according to the work of Orenaiya, Adenowo, Aroyeum, and Odosoga (as stated in Paul, David, John, & Joseph, 2016). The teacher appraisal was analyzed in formative and summative tests during his or her research. Formative assessment was differentiated by frequent short classes' visits, teaching artifact analysis and input from head teachers to teachers (Paul et al., 2016).

On the other hand, summative teacher appraisal is a summary of teacher results, which is generally used to make accounting and decision-making by employees, such as promotions (or demotions) and pay increases (as cited in Paul et al, 2016). Summative assessment by the respective public-school heads, which is recommended by the Ugandan Ministry of Public Service, was explored in this report (Paul et al., 2016).

Supervision of Lesson Implementation

During formal lectures, the superiors watch the professor at work. Observation provides the supervisor with opportunities to help him or her test facts, his or her own assumptions and doctrinal judgements. For this reason, Acheson and Gall (as stated in Ekyaw, 2014), are in agreement to help sharpen the teacher's thinking about training by choosing an observation tool. In reality Ekyaw (2014) believes that teachers would probably have a friendlier approach to supervision if supervisors were to spend more of their energy on classroom visits followed by helpful conferences. No option is equally essential for improving instructions excluding class visits. Classroom

evaluation is a useful way to get information and an experiential environment in the classroom.

The supervisor arranges its analytical data in simple discipline for input to the instructor after the observation has been carried out. Ekyaw (2014) cited Glickman and Zepeda that it is important to collect, evaluate, and present data obtained for post-observation conferences during the course observations in order to enhance instruction to boost student success.

Unsupporting, novice teachers may decide that curriculum and lesson plans are closely followed, the plans can be used as a "seed" to innovation and creativity (Brown & Edleson, as cited in Regan et al., 2016), and make modifications, rejecting some key instructional ingredients (Schwarz, Gunckel, Smith, Covitt, Bae, Enfield, & Tsurusaki, 2008).

Experienced teachers have more contents and pedagogical practice, on the other hand, and are thus more qualified to adjust the program to fulfill their classroom's particular requirements (Schwarz et al., 2008). These changes may be made during lecture or after the lesson plan is introduced. Such steps to enhance one's instruction for learning support are usually isolated — an instructor who deals with curriculum tools independently. Lesson study is a more collaborative method for curriculum adaptation and productive study creation.

Republic of Kenya (2004) underlines the position of the head teacher by stating that, the heads of the schools are immediate supervisors and are responsible for organizing and controlling employees, teaching, and non-teaching. In particular, the head teacher needs to review the requirements of the teaching system, lessons and job records, exercise books for pupils as well as the actual visit to the classroom to visit the teacher. This implies that the efficient running of the school depends on the

position of the head teacher. The head teacher must prepare, appoint, organize, track and ensure that work is carried out on a timely basis (Republic of Kenya, 2004).

According to Teachers' Image (2018) reports on the dramatic reduction of the absenteeism of teachers in all of the schools in the country by the heads of institutions and TSC field officials. A key component in the assessment was developed in the current teacher evaluation program, including the drafting of classes, lessons notes, job plans and the preservation of progress records of learners. This has an effect on teaching quality and results in improved learning. When teachers prepare together, work together as a team to accomplish goals and take the opportunity to observe their teaching colleagues teaching has led to improved curriculum delivery. The program has also made it easier for heads of institutions to track and supervise.

Regarding Gichobi's (2012) interview schedule, head teachers confirmed that K.C.S.E. results were used for the assessment of teachers, as well as testing the attendance and performance of individual and class students by teachers as a whole. The head teachers still track records and job arrangements. In accordance with the work of Wiles and Lovell in Gichobi (2012), it is important to collect a valid assessment of the teacher's work from fields like class observation, educational evaluation records of teachers such as weekly tests, terminal tests, mid-year exams, pupil practice books, the students' examples of creatives and the documentation of pupils in need.

Supervision of Innovation and Creativity in Teaching

Principal teachers in high-performing schools exercise good leadership, attend classrooms and promote innovation and creative teaching. In order to enhance school, they meet with the parents. Learner knowledge integration, skills and abilities, usability of technology and its accessibility depend on the program of professional

development of teachers. School management support is important for teachers to use technology continuously in teaching (Kafyulilo, Petra, & Voogt, 2016).

In a Finnish study on ICT effects on schools, Ilomäki (2008) found out that the selection of technology during instructional supervision was a process that influenced pedagogical practices and teacher efficiency. Innovation is the method of applying technology to education.

The head teachers provide educational supervision for all teachers to develop the skills required to combine ICT with teaching and learning in innovation and creativity. Competencies in the ethical field of ICT use, ICT-integrate competence in the field of teaching, teaching system competencies based on ICT use, teaching/learning process management competences based on ICT. These capabilities are not the ideas of teachers' technological abilities (Sabaliauskas, Bukantaitė, & Pukelis, 2006).

According to Kisirkoi (2015), teacher imagination, ingenuity and hard work are also required by the use of ICTs. This means that teachers should look for suitable content on the web that they tailor to suit the unique needs of the individual learner in the classroom. This innovation also includes expensive infrastructure, equipment, and policy on resources, skilled support, safe storage and maintenance.

Teachers' Image (2018) indicates that Kenya aims to be an established middle level by 2030. One of the catalysts is a trained worker, which can only be done through an education. The quality of teachers who are acquainted with modern skills of teaching is paramount in realization of this noble goal. The teachers must provide teaching and learning skills of the 21st century, particularly creativity and ICT integration. In phases such as the production of ICT integrated lessons or Internet usage, the basic ICT skills, ICT collaborative instruments and so on are required. .

The goal is to change the culture of ICT and to promote digital literacy and to improve quality of teaching and learning.

The Impact of Supervision on Lesson Preparation

The principal, as an education leader, manages and enhances the standard of education services in order to meet the school's defined educational goals effectively and efficiently. Active administrators use a number of strategies to create constructive environments and facilitate the learning of students. The supervision of training is one of these strategies for efficient teaching management. Learning materials and notes are tracked in order to ensure they are ready for education purposes (Egwu, 2015).

In planning practical teaching, the head of the school should decide if teachers can use the various formative and summative diagnostic processes available. Training initiatives include continuous teacher evaluation of student progress during classes, seminars and everyday work. Measures that are routinely conducted like criterion-referenced assessments, grade level tests or positioning tests made by teachers, or part of the district content are often valuable information on the state of the student learning during instruction (Egwu, 2015).

Muriithi (in Sekunda 2013) states that the only way for a teacher to gain an insight into teaching and learning quality at school is through physical examination of lesson presentation. Teachers' ability for excellence can only be measured by monitoring the teacher who delivers a lesson he/she has planned. This helps head teacher to recognize gaps and to prepare suitable solutions, such as supplying the teacher with the teaching materials and the procurement of appropriate educational tools.

The MOEST and teachers (including heads) consider essential teaching-related tasks to be the preparation of lessons plans, the number of exercises carried out, labelled, and corrected, and the preservation of continuous evaluation records. The preparation of lesson plans is a vital task at Kenya's state schools, and teachers realize that if they do not prepare lesson plans, they are likely to lose their job. The hypothesis may be that a well-planned lesson program would lead to better learning of the students. However, USAID (2010) has noted that workers shift away from low inference preparatory and performance measures including adherence to a structured lesson plan and the use of attendance registers in countries with frequent supervisory and inspection systems in order to include teachers in discussion to enhance student performance. This implies, rather than stressing these tasks, which Kenya's education authorities should aim to develop monitoring skills in current supervisory practices with a view to improve school education.

Impact of Supervision on Preparation of Assessment Materials

The Education Ministry describes the task of the head of school in the Heads Handbook to be the implementation of instructional supervision Eshiwani (as quoted in Sekunda, 2013). The principal must verify the educational quality through reference to work schemes, lessons schedules, work records, and by maintaining their respective registers, guarantee the attendance of teachers and the attendance of students.

The teachers' records should be transparent and accessible, if applicable, according to Kimeu (2010). The supervisory activities of the leaders set the benchmark, the course, the tone and the pace of the school, the learning environment and professionalism.

The multiple delivery methods for addressing teachers' needs are collaborative plan, joint work, curriculum reform, school-based investigation and in-depth dialogue into teaching and learning. As teachers have a range of needs, perspectives and ability levels, managers may assist individual teachers in designing suitable activities with relevant content. Leaders help teachers define priorities and create ongoing evaluation procedures to explore the ties between their own learning, student learning and school improvement objectives (Bredeson, 2008).

The principal exercising considerable impact on professional development determines the assessment outcomes Loucks- Horsley's work as quoted in Bredeson (2008). Generally traditional comprehensive analyses of the effect of professional development on teacher's expertise and conviction, teaching methods, performance for students and the global contribution to school enhanced goals are not given in conventional assessments of career development activities. Therefore, there is nothing to report beyond anecdotal accounts when policy-makers want to know what impacts teacher professional development investment has had. So, how do leaders improve the appraisal component of their schools' professional development? Leaders will track and assess teachers on a regular basis.

Adeolu (2012) notes that supervisory practices give teacher directors opportunities for professional development and growth objectives and input on individual professional improvement plans. The target is not perfection. The leaders will assist teachers in defining their needs and then organize learning activities collaboratively to fulfill those needs. For directors, the challenge is to create an organization which is tailored to the needs of the individual teacher and combines the choices of the teacher with those of the students and the schools.

This is why Brennen (2008) claims that successful monitoring would result, if a supervisor makes a straightforward statement of requirements for the appraisal process and guarantees that the principal gains from the exercise even if the final assessment is a poor one and leaves his self-esteem unaffected.

In Ghana, Baffour-Awuah (2011) carried out a report on teacher and head teacher supervision. He pointed out that teachers were planning and submitting their course plans on early Mondays. Also, teachers were giving the students adequate exercise, marking them, aiding the students in correcting them and documenting marks on continuing forms of evaluation. Some leaders said that they gave their teachers teaching materials, assistance and suggestions to improve learning.

However, Hoy and Forsyth (in Baffour-Awuah, 2011) said that it is not a monitoring of the education, though it may be appropriate to determine the effectiveness of teachers. They concluded that assessment will obstruct and undermine any effort to enhance the learning process. The following proposals form a basis for supervisory theory and practice whose aim is to improve education:

1. The instructor himself is the only one who can improve teaching.

2. Teachers need freedom to create their own specific styles of delivery

3. Any improvements in the direction of teaching require both social and occupational support.

4. It seems unlikely that a persistent pattern of close supervision and intimidation will boost education.

5. Improvement in education in non-threatening situations is likely to be achieved by collaboration with colleagues rather than superiors, and through enabling teachers to learn and experiment (p. 4)

Impact of Supervision on Lesson Implementation

Classroom observation is another basic method of educational supervision. The supervisor observes how the teacher prepares his work to provide learners during the classroom observation (Sekunda, 2013). The supervisor shall prepare a supervision plan which shows how the teacher maintains a course of study, offers learning differences, mastership of content, involvement of teachers and teaching methodologies. The supervisor will tap the lesson without disrupting the lesson in order to sit later with the supervisor and discuss the strengths and shortcomings of the lesson in order to increase the consistency in the teacher's education process (Okumbe, in Sekunda, 2013).

Opicha (2016) says the boss behaves like another eye with a practice mirror. Individual lectures follow a classroom survey during which the supervisor can speak about what he or she saw during the observation during a visit to the classroom with the supervised teacher. At this point the supervisor will insert the videotape.

The delivery of a teacher is successful when the specified objectives are achieved according to Alimi, Olatunji, Akinfolavin, and Comfort (2012). Therefore, the instructor has to decide whether the teacher uses teaching strategies to accomplish the specified goals of the lesson. The head teacher reports what the teacher and the pupils have to say Afolabi and Loto (2008). In this a structured session takes place before and after the meeting, during which the supervisor and the instructor discuss the lesson. These sessions encourage teachers to speak to the supervisor about trouble areas and to find ways of succeeding.

If teachers are interested in the implementation and quality of their professional development, the findings are more likely to satisfy the teachers' requirements (lesson implementation). The leaders are key players in helping teachers

improve their skills as independent learners and practitioners. These are the directives that make a meaningful contribution to teacher success by involving teachers directly in the delivery and implementation of professional development (Bredeson, 2008).

As far as professional development contents are concerned, directors and teachers can wonder if the principles and processes of activities are compatible with local priorities and standards. Do the learning possibilities show and use productive pedagogical models? The heads of schools do not therefore simply support the development of skilled teachers; they partner with teachers for the development, delivery and preparation of content that meets professional needs, school goals and needs of students (Bredeson, 2008).

TongolaWabuko (2016) studied the effect of the training supervision practices of head teachers on teacher success in the Lang'ata sub-county in Kenya. The findings of highly educated students consistently indicate the students' research and teaching models, greatly affecting instructor output and thus student performance. Their results show high levels of senior students at high schools. The frequency of review of teacher records offered head teachers the ability, by supplying or otherwise, to foresight the delivery of teachers and the needs of pupils in early intervention, thereby affecting the performance of teachers significantly. The study suggested that the Ministry of Education prioritize the continuous monitoring of teachers' occupational papers, including working plans, lesson plans, notes and course registers, and that the head teachers should conduct oriented teacher supervision by visiting the classroom, by observing and monitoring the professional records for teachers to improve learning.

One of the most common ways of teacher assessment is class visits. This includes live instructor evaluation and examination of his/her teaching activities,

pedagogical abilities, personality and student interactions (Panigrahi 2012). The structured protocol requires face-to-face contact between supervisor and instructor. The study of a teachers after classroom assessment is accompanied by a feedback conference. This clinical supervision was named by Goldhammer. The supervisor will also make an informal class tour, where the head teacher visits a classroom to see how the teaching takes place. It gives a brief description of the teacher's success and environmental aspects. It can take about 30 minutes to follow and record the teaching activities for further discussion (TongolaWabuko, 2016).

A study conducted in Mombasa County by Teresa (2011) found that the observation by the principal could influence instruction at the classroom. Principal can learn the instructional techniques and test their efficacy using the classroom directions. You will then speak to teachers about class goals and teaching strategies using instructional supervision. Learning conferences with supervisors influence instructors to incorporate higher-order thought skills in their lessons, King 1991 (as cited in Teresa, 2011). When conversations follow, teachers are motivated to use more pedagogy, such as direct guidance, as they both discuss a lesson.

Musungu and Nasongo (2008) carried out a study on the educational position of head teachers in Kenya's secondary education certificate in Vihiga Sub-County in Kenya. High percentage leaders at high-level schools analyze standard lesson plans, work schemes, teacher attendance and class registers oftenly. Many surveys have shown that most head teachers have concentrated more on professional records than teachers' actual practical work. Therefore, effort remains in vain. The teacher who was interviewed in their study commented that "imminent visit of the QASO disrupts our school calm. I am compelled to make too many needless documents including

lesson plans, lecture notes, job arrangements and teaching aids that I do not have...”
(p. 12, Mwinyipembe & Orodho, 2014).

Impact of Supervision on Innovation and Creativity in Teaching

Innovation and imagination, not just arts, are important for all academic and educational disciplines. The imaginative process is a vital part of the sensation of learning experiences as with reflection considered in the previous chapter.

According to the finding of Nzile (2012), head teachers have been able to encourage professional growth of teachers' by fostering new ideas, encouraging creative activity and the practice of the new skills by praising, supporting and facilitating the growth and the development of teachers' professional skills in secondary schools. When teachers are encouraged to attend workshops to incorporate new ideas and to promote creativity, innovation and practical skills, teachers gain confidence, which increases professional development.

Via seminars, Duke (as quoted in Nzile, 2012) accepts that the leaders encourage professional development through the use of supervisors and colleagues to provide teachers with instructional techniques, giving teachers the time to learn individually, and using external outlets such as college classes, workshops at district levels and consultations.

Supporting education and development for teachers is also important to school leaders. A supervision theory provides teachers with a learning environment where they can take chances, experience new ideas and activities, and exercise their creativity (Bredeson, 2008).

The key leadership behaviour, which scientists have found, is to encourage teacher improvement and career development that has a positive impact on teacher performance (Desimone et. al., 2002; Johnsen et. al, 2002). Leaders are responsible

for quality professional learning for teachers (Desimone, Smith, & Ueno, 2006). Principals do this by informing teachers that their school provides professional development opportunities and by coordinating job events based on particular educational objectives (Hallinger & Murphy, as cited in Teresa, 2011).

Summary of the Literature Review

Trends in the literary supervision strategy are as follows: tracking of school notebooks for pupils, visiting and examining school administrators in the classroom, reviewing the curriculum / notes of teachers and inspecting the record of teachers have no significant link to teaching at the high school level. The literature researchers' opportunities are aligning government policy with social educational needs, supplying the necessary and applicable educational materials, providing frequent in-service training for capacity-building, depoliticizing free education services, and evaluating school administrative procedures and educational outcomes. Bad management skills and the lack of sufficient supervision contribute to weak teachers results. Some directors do not have general communication skills and do not address teacher issues efficiently. Teachers should train properly for ordinary instruction. Academic success in schools is due to teachers being properly trained and the laxity of supervisors seriously impedes their performance (Walaba, 2008). School supervisors' serves as an example of progress in carrying out educational supervision. He/she needs to be successful by selecting suitable methods that will help him/her enhance teacher performance. Although a good deal has been studied about educational supervision, particularly the supervision of teachers, it has been noted that not one single research studies on teacher performance or supervision of teachers aims outside the classroom.

There is no question that head teachers affect teachers' success significantly. We know that many managers are busy and often overwhelmed with administrative

work in their schools. So that they can optimize their effect on teacher career growth and their success, it is necessary to recognize certain and highly efficient ways to improve teacher performance. The principals contribute to the professional development of teachers significantly. They are not to be considered as guardians of the success of the instructor. There is always the possibility that experience, power and wealth will make leaders indispensable for teaching success by exerting considerable control. Highly successful directors work towards increasing freedom and professional success amongst teachers. Educational leaders are models, mentors, facilitators and guides, not guardians and governors of learning. Earlier studies have failed to show the magnitude of the application of educational supervision in public high schools and their possible impacts on teacher performance. The teacher therefore, has never had optimum success since the supervision of teaching in public secondary schools in Kenya was not completely enforced. This current thesis therefore, intended to study the implementation of instructional supervision and its relationship with teacher performance in public secondary schools in Nandi North Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

The purpose of this chapter is to explain the research methodology used in this report. The research design definition includes the environment, data collection procedures and data analysis strategies.

Research Design

The study adopted a descriptive and correlational research design. Mugenda and Mugenda (2003) argue that descriptive data designates what exists in a given population at a particular time. Role (2017) notes that the subject is observed in its natural environment. The design is also used as a precursor to quantitative designs for analysis and the description provides useful insights into the values of the quantitative variables. In this study, the variables to be described were instructional supervision and teachers' performance. Instructional supervision on lesson preparation, preparation of assessment materials, lesson implementation, and innovation and creativity in teaching were described and correlated with teachers' performance.

Population and Sampling Techniques

Population

This study took place in the Sub-county of Nandi North. Principals and teachers of public high schools from the same sub-county participated in the report. The supervisors and teachers supervise the execution of educational supervision in the Nandi North Sub County Public Secondary Schools. In the sub-county there are 55 high schools and 1100 teachers (Sub County Director of Education, 2018).

Sample Size

Stratified random sampling technology was used to collect the best samples representing the entire sampled population from the school groups (42 mixed schools, 3 schools for boys and 10 schools for girls). Its benefits consist of minimizing sample range distortion and not over representing or under-depicting those groups of people (Castro, Gómez, Molina, & Tejada, 2017).

The study was attended by fifteen (15) schools. The participants included all 3 boys' schools, 3 girls and 9 mixed schools using a random sampling technique. It was a fair way for the selection of a sample from a specific population, since each member had equal opportunity to be selected (Singh & Masuku, 2014).

The study adopted purposive sampling technique (Sharma, 2017) in selecting the teacher participants and to select 42 heads of departments who were interviewed (Appendix B). The expected number of teachers in the different categories of schools was 193 with 60 teachers from 3 boys' schools, 60 teachers from 3 girls' schools, and 73 teachers from 9 mixed schools. There were 187 teachers who participated in the study. The response rate was 97%.

Research Instruments

The researchers used a self-compiled questionnaire in the Nandi North Sub-County, Nandi County, to collect teachers' data in high schools. Questionnaires were suitable for the study because they are relatively simple and less costly for a large number of teachers (Ary, Jacobs, Razavieh, & Sorensen, 2006). In addition, a single system can calculate various variables and statistical handling can make multiple use of the data set during data analysis (Kennedy & Stewart, 2012). The researcher chose the questionnaire because the participants are educated and they can read and answer. The researchers also obtained data from instructional managers and teachers in public

high schools by means of self-administered questionnaires, considering the large number of respondents. The investigator also used written interviews with department heads to get a better understanding of how the teachers benefitted from instructional supervision.

The investigator selected the characteristics of the effect of educational supervision on teacher performance (Olawole, 2009) and other sources derived from literature for the purposes of constructing the items in the questionnaire (Strategies, Behaviour, attitudes and goals). The questionnaire consists of only two parts: (demographic) items and open and closed teaching supervision assessment items.

Population details including the TSC number, sex, qualifications for education, years of teaching experience and years in the current role. The second field (4-point) was the assessment of supervision in the following areas by teachers:

(a) Lesson preparation

(b) Preparation of assessment materials

(c) Lesson implementation

(d) Innovation and creativity in teaching

The researcher also used performance report (TPAD score) for documentation analysis that were provided by the principal for each teacher who participated in the study. This was the measure of teachers' performance.

Validity of the Questionnaire

Validity is characterized by the capacity of the investigating instrument to measure what is intended to be measured, Morrison, Ross, Kalman and Kemp (2011). Therefore, the content validity of the questionnaire as a research instrument in this study was ensured through proper conceptualization of the variables from a thorough review of literature. Moreover, the questionnaire was subjected to expert validation

through the assistance of the supervisors from the Department of Education of University of Eastern Africa, Baraton. They, together with the researcher, assessed the relevance of questions and statements to establish the face validity of the questionnaire, that is, the content of the instrument appears to reflect the construct being measured.

Reliability of the Questionnaire

Barker, Pistrang, and Elliott (2016) define reliability as the accuracy and consistency or precision of the research instrument. Before completing the key analysis, the instrument was tested by piloting in two public secondary schools in Nandi Central County. Those who participated in the field test have been reviewed for characteristics similar to those suggested by Ary et al. (2006). Instruments have been checked in the field to assess the adequacy of the products. The method figured out if those things needed modification in the questionnaire. The pilot study informed the researcher on practicability of the questionnaire and determined items to be refined or deleted during the main study. The Cronbach's alpha was set at 0.6.

The reliability coefficient obtained from pilot study for each section of the research instrument include the following: supervision of lesson preparation - 0.809, supervision of preparation of assessment materials - 0.838, supervision of lesson implementation - 0.909, and supervision of innovation and creativity in teaching - 0.955.

Data Gathering Procedures

The researcher sought for ethics clearance from the University Research Ethics Committee. This, together with the letter of introduction from the Director of Graduate Studies and Research, facilitated application for a research permit from the National Council of Science, Technology and Innovation (NACOSTI). The research

permit and a letter of introduction of the Director of Graduate Studies and Research were presented to the Nandi North sub-county Education Director, who authorized the researcher to conduct research in the sub-county. In addition, the researcher undertook reconnaissance visits to all the public secondary schools that took part in the study for formal introduction and making of earlier arrangements for the study. During these visits, the researcher presented letters from Director of Education Nandi North Sub County and NACOSTI authorizing her to collect data from their institutions.

The questionnaires were administered to the teachers in the teachers' room and heads of department interviewed during their free time. The interviews were written and the heads of department filled it. Respondents were given clarifications on the questions they had difficulty in answering. Respondents to the questionnaire were given clear instructions and clarifications on the purpose of the study.

Statistical Treatment of Data and Analysis

The raw data collected was subjected to pre-processing to correct problems. The codes from the responses in questionnaire were entered into appropriate statistical software for analysis and interpretation. Demographic data was presented in frequency distributions and percentages.

Specifically, descriptive statistics (means and standard deviations) was used to analyze data addressing research questions 1 and 2. Respondents were asked about other ways of carrying out instructional supervision to supplement the responses in the different sub-scales of the questionnaire. The responses were summarized using frequencies and percentages. Spearman rank-order correlation coefficient was used to establish relationships for research question 3. This non-parametric statistical analysis was used because the TPAD scores are skewed to the left, that is, majority of the scores are high, and thus, the distribution of the scores is not normal. This was

established by the one-sample Kolmogorov-Smirnov test as shown in table 1. The p-value is .000 which is less than .05, the set level of significance for inferential statistical analysis.

Content analysis was done to summarize the responses to open-ended questions and interviews. The data analysis was carried out using the Social Science Statistics Software (SPSS).

Table 1

Test of Normality of Distribution of the TPAD Scores

One-Sample Kolmogorov-Smirnov Test		
		TPAD Scores of Teachers
N		187
Normal Parameters	Mean	79.73
	Std. Deviation	7.482
Most Extreme	Absolute	.098
Differences	Positive	.089
	Negative	-.098
Test Statistic		.098
Asymp. Sig. (2-tailed)		.000

Ethical Considerations

In the study, the researcher requested for voluntary participation from all the subjects. The researcher introduced herself clearly with the help of letters for permission to collect data from the Director of Education Nandi North Sub County and NACOSTI. Anonymity was observed to make the respondents not to shy away (Jones & Gratton, 2016). It was recommended that respondents not write their names and their stations' names. Respondents were informed by the researcher about the importance of the research, and how to fill the questionnaires. The respondents with due respect were informed that their TPAD tools will be used in the study. They were

encouraged to report honestly by being assured that none will be victimized on the basis of their responses, and that the data collected was treated with confidentiality and only for the purpose of research. The records of teacher's performance were not shared with any other person.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND

INTERPRETATION

In this chapter, there is a detailed presentation, analysis and interpretation of the data collected to investigate the implementation of instructional supervision and its relationship with teachers' performance in Nandi North Sub County. The interpretations and presentations are done using tables according to the research questions of this study.

Background Information

Table 2 presents the background information of the 187 teachers who participated in the study.

Table 2

Background Information of the Respondents

	Category	N	%
Gender	Male	101	54
	Female	86	46
Highest Qualification	Med	11	5.9
	Bed	154	82.4
	PGDE	9	4.8
	Diploma	13	7.0
Years of service as teacher	Below 5 years	135	72.2
	6-10 years	32	17.1
	Above 10 years	20	10.7

According to table 2 above, 101 members, that is, 54% of the respondents were male while 86 members (46%) were female. Majority of the respondents 154 (82.4%) had Bachelor's Degree, 13 (7%) had Diploma, 11 (5.9%) had Masters while only 9 (4.8%) had Post Graduate Diploma in Education. Those having bachelors'

degree are many in the field of education and majority of them participated in the study.

From table 2 above 135 (72.2%) of the respondents had below 5 years of experience, 32 (17.1%) had 6-10 years of experience, and 20 (10.7%) had experience of 10 years and above. Majority of the teachers had below 5 years of service as a teacher participated in the study. This is because the other group of teachers saw them as potential in filling the questionnaires and the supervision fits them because they are still young in the profession and they are still learning.

The subsequent sections are the analysis of the data to address the three research questions in the study. The statistical findings are presented and implications of the findings are discussed with reference to literature.

Level of Performance of Public Secondary School Teachers

Research Question 1. What is the level of performance of public secondary school teachers in Nandi North sub-county based on TPAD scores?

To address this question, TPAD average score of the teachers was requested and a documentation analysis was provided by the principal in documentary form. According to this document rating of teachers is done at the end of every term (Termly cycle). As observed in the document there is development of an appraisal calendar, then setting of targets by appraiser and appraisee. It is then followed by implementation of targets and gathering of evidence. The appraisee self-appraises her/himself continuously within the term based on competencies and standards. The appraiser then carries out appraisal rating based on evidence gathered. This is then followed by appraisal rating meeting between the appraisee and the appraiser whereby the evidence is provided. During such a meeting there is identification of professional gaps by appraisee and appraiser. If there are gaps identified then it will be necessary

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to develop and implement teacher support and professional development plan. Areas included to get the overall mean are: Professional competence, time management, innovation and teaching creativity; security of learners, safety, discipline and teacher behavior; promotion of co-curricular activities, professional development and parent-stakeholder cooperation. The tool is shown in appendix D.

The assessment used to decide to what degree the instructor fulfilled the goals for each field of performance skills and the final annual performance is as follows:

Rating Grade	Rating Indicator	Rating Scale
Very Good	Fully met and exceeded the targets	5 (81 – 100)
Good	Fully met the targets	4 (61 – 80)
Average	Met most of the targets	3 (41 – 60)
Below Average	Met some of the targets	2 (21 – 40)
Inadequate	Did not meet the targets	1 (0 – 20)

Table 3 presents the teachers' TPAD average scores.

Table 3

TPAD Average Scores

	Minimum	Maximum	Mean	Std. Deviation
TPAD of teachers N = 187	63	92	79.73	7.482

From table 3, the minimum TPAD score is 63 and the maximum score is 92, which is between the scales of 4 to 5. The results yielded a mean of 79.73 and a standard deviation of 7.482. The average score of close to 80% implies that the teachers fully met the targets in the performance competency areas and are therefore rated good. The standard deviation of 7.482 is low meaning that the scores were closer to the mean indicating a more homogeneous performance.

The result of this study agrees with the result of (Teachers' Image, 2018) that in the new teacher appraisal programme, writing of lesson plans, lesson notes, schemes of work and maintenance of learners' progress records have been made a key component in evaluation. This impacts on the quality of teaching and leads to better learning outcomes. When teachers plan together, work as a team to achieve targets and take time off to observe their colleagues teaching has led to improved curriculum delivery.

Haynes (2010) is delighted to find out that teachers need to schedule all phases of curriculum documentation before students actively use it with their support. This includes the planning of the lessons through the development of a work scheme and a course plan that defines educational goals, teaching aids and evaluation instruments and the use of suitable teaching methods. Good course planning is important to the teaching and learning process and any instructor who is ready is well on his/her way to effective education.

Implementation of Instructional Supervision

Research Question 2: To what extent is instructional supervision implemented in public secondary schools in the following areas?

    (a) Lesson preparation

    (b) Preparation of assessment materials

    (c) Lesson implementation

    (d) Innovation and creativity in teaching

When examining the extent of instructional supervision implementation in public secondary school, respondents were asked to indicate their level of agreement on a scale of 1 to 4, with 1 representing strongly disagree, 2 representing disagree, 3 representing agree and 4 representing strongly agree.

The mean scale (extent of instructional supervision implementation) was interpreted in a range of 1-4 where 1.00 – 1.49 represented disagree (Poor implementation – low extent), 1.50 – 2.49 represented tend to disagree (Fair implementation – below average extent), 2.50 – 3.49 represented tend to agree (Good implementation – average extent) and 3.50 – 4.00 represented agree (Excellent implementation – high extent).

Supervision of Lesson Preparation

Table 4 presents the teachers' evaluation of their principals on supervision of lesson preparation. From table 4, teachers tended to agree that the principals implemented supervision of lesson preparation with an overall mean of 3.0185 and a standard deviation of 0.92142.

However, the high standard deviations ranging from 0.814 to1.012 indicate that the principals may not have been consistent in implementing supervision of lesson preparation in all the areas of lesson preparation. Brown (as quoted in Kimosop, 2015) notes that the teaching is not done by mistake, and that proper planning and training are required to be successful. The teaching of the lessons, the coordination of learning tasks, the assessment and feedback is a complicated activity.

In line with Kimosop (2015), teaching is based on popular phenomena in order to achieve national educational objectives. The results are also endorsed. This is determined by the teacher's capacity to interpret, prepare and carry out the curriculum using the appropriate mechanisms to ensure that the education goals are achieved.

The results of this study also support Rosenshine findings (as stated in Kimosop, 2015), which show that the first thing that should be done by a teacher when he starts teaching and meets the teaching community is planning, which is also a predictor for achieving educational goals.

Table 4

Supervision of Lesson Preparation

	Mean	Std. Deviation	Implementation
The stakeholders encourage tracking of the lesson plan to ensure they are ready for educational purposes	3.03	.901	Good
Leaders meet with teachers to set standard targets and mark standards for success in education.	3.16	1.012	Good
Principals oversee the checking of records of work per week	2.97	.921	Good
Principal oversees the checking of teachers notes	2.77	.814	Good
Principal facilitate the checking of teacher's records and schemes of work	3.13	.938	Good
Principal facilitate the approval of the updated syllabus for teaching subjects Principals oversee the checking of records of work per week	3.16	.929	Good
Principal facilitates the inspection of teacher's personal time table	2.91	.935	Good
Supervision of lesson preparation	**3.0185**	**.92142**	**Good**
N = 187			

The finding is also in agreement with Wanzare's (2012) opinion, who observed the essential phase in the collection of information about teachers is the inspection of educational objects such as job schemes, lesson notes, and work reports completed, student exercise books, projects and practice.

Although the implementation of supervision of lesson preparation is good, there were teachers who tended to and disagreed that supervision of lesson preparation has a measurable impact on the teachers' performance in Nandi North

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Sub-County. From the interview one respondent argued that the principal does not monitor the preparation of teachers' essential tools of work such as lesson plans, teachers' records of work and schemes of work in supervision practices and procedures. Written statements relating to the supervision of teaching and learning are still not given to teachers after training. Once teachers have been monitored, no monitoring reports are produced, including at school level.

Other ways of supervision of lesson preparation by principals.

When examining the extent of instructional supervision implementation in public secondary school, respondents were asked to list other ways of supervision of lesson preparation that is carried out by principals.

Table 5

Other Ways of Supervision of Lesson Preparation Carried out by Principals

Other Ways	Frequency	Percent
By checking on teacher lesson notes and approving periodically	1	2.7
Facilitating instructional materials and teaching aids	1	2.7
Ensuring that teachers keep time in their lessons	1	2.7
Delegated to deputy principal	1	2.7
By requesting the teachers to submit the records of work through HOD	1	2.7
Checking on class attendance and visiting classes randomly	1	2.7
Oversee supervision of lesson preparation every week	1	2.7
Lesson observation	17	45.9
By using class prefects who monitor lesson attendance	2	5.4
Delegated to the HOD	1	2.7
Checking lesson notes and lesson plans	1	2.7
Setting objectives to be achieved in every lesson	1	2.7
Checking teachers preparation book	3	8.1
Facilitate the checking of teachers records and schemes of work	1	2.7
By setting target on when the syllabus is completed on time and provisional lesson attendance form	1	2.7
Effectively availing necessary materials	1	2.7
Lesson observation methods	1	2.7
Checks records per week	1	2.7
Total	**37**	**100.0**

From table 5, respondents of questionnaires listed other 37 ways through which supervision of lesson preparation is carried out by principals. 17 respondents (45.9%) indicated that lesson observation is the most popular way of supervision of lesson preparation carried out by principals. Three of the respondents (8.1%) indicated that checking teachers' preparation book is another way of supervision of lesson preparation carried out by principals. Two of the respondents indicated that using class prefects who monitor lesson attendance is the other way of lesson preparation carried out by principals. Checking on teacher lesson notes and approving periodically, facilitating instructional materials and teaching aids, ensuring that teachers keep time in their lessons, delegating to deputy principal, requesting the teachers to submit the records of work through HOD, checking on class attendance and visiting classes randomly, overseeing supervision of lesson preparation every week, delegating to the HOD, checking lesson notes and lesson plans, Setting objectives to be achieved in every lesson, facilitating the checking of teachers records and schemes of work, setting target on when the syllabus is completed on time and provisional lesson attendance form, effectively availing necessary materials, observing lesson and checking records per week were indicated by one respondent each as another way of supervision of lesson preparation carried out by principals with a percentage of 2.7% each.

A study conducted at Mombasa County by Teresa (2011) found that the teaching of the principal could influence instruction at the classroom. Principals can use classroom instruction to see the teacher's instructional methods for teaching and the principal can determine their effectiveness. You then will speak with teachers about class goals and teaching strategies by using instructional supervision.

This is alongside King's findings (as stated in Teresa, 2011) that educational conferences with teachers inspired by principal teachers are structured to introduce higher order thought skills. Teachers are encouraged to use more pedagogy such as direct guidance in the next course.

USAID (2010) has noted the shift of staff away from bad inference preparatory and performance measures such as adhesion to a structured curriculum and the use of attendance registers as an approach involving teachers in discussions seeking to enhance student outcomes in countries where daily monitoring and inspection systems exist. In order to improve education in schools, it is therefore necessary to improve supervisory skills within contemporary supervision practice.

Supervision of Preparation of Assessment Materials

From table 6, teachers tended to agree that the Principals implemented supervision of preparation of assessment materials with an overall mean of 3.0550 and a standard deviation of 0.87671. However, the high standard deviations ranging from 0.833 to 0.998 indicate that the Principals may not have been consistent in implementing supervision of preparation of assessment materials in certain areas of preparation of assessment materials but did better in others (SD= .794).

Assessment is critical to facilitate, motivate and celebrate student education (Russell, Airasian & Airasian, 2012). The directors must enable their teachers to make use of formative classroom evaluations to enhance their student learning Evaluation. The results of this study showed that principals have a good implementation of supervision of assessment materials.

Grigsby and Vesey (2011) commend the finding that education leaders are responsible for student success in state-mandated high-stakes evaluations. He/she is

Table 6

Supervision of Preparation of Assessment Materials

	Mean	Std. Deviation	Implementation
Principal oversees the inspection of students notes for covering of schemes of work	3.00	.874	Good
Principal inspects the teacher's mark book	2.84	.794	Good
Principal facilitate s the inspection of minute for the moderation of the exams	2.92	.835	Good
Principal ensure the assessment of the analysis of the national exams	3.25	.918	Good
Principal oversees the assessment of teacher examination attendance register	3.04	.885	Good
Principal facilitate the analysis of teacher's TPAD scores per term and advice accordingly	3.16	.998	Good
Principal facilitate the comparison of examination mean score	3.18	.833	Good
Supervision of preparation of assessment materials	**3.055**	**.87671**	**Good**
N = 187			

also responsible for the preparation of evaluation content through the review and

interpretation of evaluation data and making informed decisions for better schools.

Principals are responsible for encouraging their teachers to improve student

performance using formative classroom evaluations. Leaders should also allow their

teachers to make use of summative year-end evaluations to prioritize areas of

professional growth and help (Hess & Kelly, n. d.).

A discrete head teacher, Bakhda (2004), hires small groups for exploring new

ideas and methods and uses large groups for decision-making. The instructor is

responsible for evaluating and responding to professional development needs by running INSET school programs.

Although the implementation of supervision of preparation of assessment materials is average there are teachers who responded tended to and disagreed that supervision of preparation of assessment materials have a positive impact on teachers' performance in Nandi North Sub County.

Other ways of supervision of preparation of assessment materials by principals. When examining the extent of instructional supervision of preparation of assessment materials, respondents were asked to list other ways of supervision of preparation of assessment materials shown in table 7.

Table 7

Other Ways of Supervision of Preparation of Assessment Materials Carried out by Principals

	Frequency	Percent
Through delegation to heads of department and subjects	1	3.7
Providing materials needed in time	1	3.7
To be assisted by deputy principal	1	3.7
Oversee the preparation of lesson assessment materials every week	1	3.7
Weekly meeting to assess the progress of instructional process	1	3.7
Providing assessment materials	1	3.7
Ensuring the standards are adhered to in setting examination targets through the subjects heads	15	55.6
Checking record of work on a weekly basis	1	3.7
Subject level meetings	1	3.7
Counseling	1	3.7
Oversees the inspection of students notes and if the schemes of work is followed	1	3.7
Team setting of examinations	1	3.7
Facilitates new required materials to arrive in time	1	3.7
Total	27	100.0

Respondents of questionnaires listed other 27 ways of supervision of preparation of assessment materials carried out by principals. Fifteen (15) respondents (55.6%) indicated that ensuring the standards are adhered to in setting examination targets through the subjects' heads is the most preferred other way of supervision of preparation of assessment materials carried out by principals. Through delegation to heads of department and subjects, providing materials needed in time, to be assisted by deputy principal, oversee the preparation of lesson assessment materials every week, weekly meeting to assess the progress of instructional process, providing assessment materials, checking record of work on a weekly basis, subject level meetings, counseling, oversees the inspection of students' notes and if the schemes of work is followed, team setting of examinations and facilitates new required materials to arrive in time were indicated by one respondent each as another way of supervision of preparation of assessment materials carried out by principals with a percentage of 3.7% each.

This agrees with the findings of Baffour-Awuah (2011) who conducted a study in Ghana on supervision of instruction from teachers' and head teachers' perspectives. He pointed out that teachers were planning and submitting their course plans for early Mondays, giving the students adequate exercise, marking them, aiding the students in correcting them and documenting marks on continuing forms of evaluation. Some leaders told their teachers that they gave their teachers teaching materials, assistance and suggestions to improve education.

The multiple delivery methods for addressing teachers' needs are collaborative planning, joint work, curriculum reform, school-based investigation and in-depth dialogue into teaching and learning. As teachers have a range of needs, perspectives and ability levels, managers may assist individual teachers in designing suitable

activities with relevant content. The teachers help set goals and establish continuous appraisal processes to analyze the links between themselves, students and school enhancement goals (Bredeson, 2008).

Supervision of Lesson Implementation

From table 8, teachers tended to agree that the Principals implemented supervision of lesson implementation with an overall mean of 3.0783 and a standard deviation of 0.88242). However, the high standard deviations ranging from to 0.837 to 0.924 indicate that the Principals may not have been consistent in implementing supervision of lesson implementation in all areas of lesson implementation.

Charles, Chris and Kosgei (2012) welcomed the results and proposed that teachers should be regularly supervised by the principal, so that lessons are timely and structured at an interesting start. Principals must also ensure that prior experience is checked, that teachers vary their voice, summarize key points at the end, and that assistance/teacher support is used and that the curriculum is followed.

The Republic of Kenya (2004) also notes that managers must analyze teaching standards through reference to job schemes, lesson notices and works, exercise books for pupils and attend classrooms to see teachers delivering the lesson. Learning monitoring provides the supervisor with an insight to help teachers improve their teaching efficiency.

Lesson Observation gives the supervisor the ability to evaluate his or her facts, the reality of his own beliefs and the decisions he or she makes about teaching. To this end, Acheson and Gall (as stated in Ekyaw, 2014) acknowledge that the choice of an observation device would contribute towards sharpening teacher thoughts on education.

Table 8

Supervision of Lesson Implementation

	Mean	Std. Deviation	Implementation
Principal facilitates the observation of classroom instruction to ensure that instructional and curriculum goals are being followed	3.02	.897	Good
Principal oversees the regular meeting with entire teaching staff to discuss instructional improvement or lack of it	3.24	.909	Good
Principal encourages teachers to utilize supervisors suggestions	3.14	.837	Good
Principal oversees the use of an appropriate supervisory techniques like classroom visitation to ensure improved teaching and learning	2.95	.863	Good
Principal facilitate the assessment of the appropriate teaching materials	3.10	.858	Good
Principal oversees the use of lesson observation form in assessing the lesson	3.03	.924	Good
Principal oversees the assessment of lesson recovery schedule per week	3.07	.889	Good
Supervision of lesson implementation	**3.0783**	**.88242**	**Good**
N = 187			

Ekyaw (2014) believes that teachers would possibly have more friendly attitudes to supervision if the supervisors focuses more on their resources on class visits followed by helpful discussions as there are no other equally important choices than classes to enhance teaching. This is consistent with the work of Wiles and Lovell (in Gichobi, 2012) who claimed that a clear appraisal decision to be taken about the work of the teacher should be derived from areas such as class observation, teacher

training assessment reports such as weekly quizzes, end-stage evaluations, mid-year exams, student workbooks, students' innovative work samples and history documents.

Although the implementation of supervision of lesson implementation is average there are teachers who responded tended to and disagreed that supervision of preparation of lesson implementation have a positive impact on teachers' performance in Nandi North Sub County. From the interview one of the respondents said that their principal is usually absent from school and therefore no lesson observation has been carried out. Teachers only fill the observation forms just for formality but the actual class observation is not done. The managers (principals) were not effectively supervising and always engaged in other uneducated issues.

Other ways of supervision of lesson implementation. When examining the extent of instructional supervision of preparation of lesson implementation, respondents were asked to list other ways of supervision of lesson implementation. From table 8, respondents of questionnaires listed other 30 ways of supervision of lesson implementation carried out by principals.

Fifteen (15) respondents (50%) indicated that using monitoring tools like lesson observation forms is the most preferred other way of supervision of lesson implementation. Two respondents indicated that the other ways of supervision of lesson implementation are carrying out lesson observation and reward the teachers and learners for effective teaching and learning process and making classroom visitation are other ways of supervision of lesson implementation with a percentage of 6.7%. The Principal encourages utilization of suggested supervision, checking on the students feedback, checking lesson attendance record, giving out the necessary materials, to be assisted by deputy principal, oversee the lesson implementation after every one week, remedial lessons for teachers to cover missed lessons, oversees the

Table 9

Other Ways of Supervision of Lesson Implementation

	Frequency	Percent
The Principal encourages utilization of suggested supervision	1	3.3
Checking on the students feedback	1	3.3
Checking lesson attendance record	1	3.3
Giving out the necessary materials	1	3.3
To be assisted by deputy principal	1	3.3
Oversee the lesson implementation after every one week	1	3.3
Carrying out lesson observation and reward the teachers and learners for effective teaching and learning process	2	6.7
Using monitoring tools like lesson observation forms	15	50.0
Making classroom visitation	2	6.7
Remedial lessons for teachers to cover missed lessons	1	3.3
Oversees the lesson observation form and lesson recovery per week	1	3.3
Inquiring any challenges encountered and possible solutions to it	1	3.3
Student feedback through principal	1	3.3
Makes sure supervisors are adhered to supervision methods	1	3.3
Total	30	100.0

lesson observation form and lesson recovery per week, inquiring any challenges encountered and possible solutions to it, student feedback through principal and makes sure supervisors are adhered to were indicated by one respondent each as another way of supervision of lesson implementation carried out by principals with a percentage of 3.3% each.

Panigrahi (2012) agrees with this study findings that classroom visits is one of the most common forms of teachers evaluation. They involve live observation of a teacher and analyzing his/ her class practices, their pedagogical skills, their personality and student – teacher interactions in the lesson. The formal technique involves face to face contact between the supervisor and the teacher. Followed by post

classroom observation conference analysis to help the teacher to improve and give feedback.

The above-mentioned view is also supported by TongolaWabuko (2016) who says that the supervisor can also attend an informal class where the principal enters a classroom and sees how classroom teaching takes place. It gives a brief description of the teacher's success and environmental aspects. It will take approximately 30 minutes to follow and record the teachers' activities for further discussion.

Fischer's research (2011) points out that any school that uses the majority of consultations is most successful in enhancing its curriculum. Consultation involves interviews, lectures, lessons, and positive encouragement of teachers across school networks and collaborative problem-solving schools.

The findings agreed that the operation of the school business is focused on the classroom environment and that oversight of classroom teaching is a key component of educational leadership. Therefore, administrators must make visiting a class a top priority for successful leaders. Leaders will perform these roles with the assistance of deputy directors.

Supervision of Innovation and Creativity in Teaching

From table 10, teachers tended to agree that the principals implemented supervision of innovation and creativity with an overall mean of 3.1626 and a standard deviation of 0.92314. However, the high standard deviations ranging from 0.885 to 0.983 indicate that the principals may not have been consistent in implementing supervision of innovation and creativity in all areas of innovation and creativity.

Table 10

Supervision of Innovation and Creativity in Teaching

	Mean	Std. Deviation	Implementation
Principal facilitate the use of incentives to encourage teachers to reach instructional goals	3.18	.907	Good
Principal supports creativity, innovation and practice of new skills	3.15	.894	Good
Leader encourages teachers to practice and use ICT skills to teach	3.13	.885	Good
Principal supports the provision of technical support to teachers when they are faced with challenges	3.17	.911	Good
Principals facilitates workshops and seminars that supports teacher skills acquisition	3.25	.982	Good
Leaders urge teachers to attend seminars to increase the efficacy of teaching	3.15	.983	Good
Principal give teacher the freedom to design their own teaching with the help of ICT	3.11	.900	Good
Supervision of innovation and creativity in teaching	**3.1626**	**.92314**	**Good**

N = 187

This indicates that supervisors who are responsible for carrying out these functions in digital learning environments may not be adequately trained to monitor and supervise these environments. They may not be aware of virtual tools used by teachers in developing their classes.

From the interview one respondent reported that the principal claims that there is no vote head for such activities. Another claimed that the principal is against the teachers using their phones to get information to teach the learners with. Teachers should just stick to what is given in the textbooks to teach the students. No lesson should be missed in the name of attending a seminar/workshop, one of the teachers reported.

According to the findings of Ilomäki (2008) from a research done in Finland on the effects of ICT on schools, during the instructional supervision, the selection of technology is a process determining how practices of pedagogical and teacher performance are shaped. In this study, the extent of implementation of supervision of innovation and creativity in teaching process in the public secondary schools was average.

According to Kisirkoi (2015), teacher imagination, ingenuity and hard work are required in instructional supervision through the use of ICTs. This is because teachers would scan the website for content they can adjust to the particular needs of the student. The invention includes expensive infrastructure, equipment, policy on capital, skilled support, safe storage and maintenance.

The findings of this study is also in agreement with the work of Teachers' Image (2018) which posits that Kenya envisages being a middle level developed country by the year 2030. One of the catalysts is having a skilled workforce which can only be achieved by laying a good foundation in education. The quality of teachers who are acquainted with modern skills of teaching is paramount in realization of this noble goal. Teachers must embrace 21st century skills and particularly innovation and ICT integration in teaching and learning.

Other ways of supervision of innovation and creativity in

teaching. When examining the extent of instructional supervision of innovation and creativity in teaching, respondents were asked to list other ways of supervision of innovation and creativity in teaching shown in table 11.

Table 11

Other Ways of Supervision of Innovation and Creativity in Teaching

	Frequency	Percent
The principal encourages motivational talk to the students	1	3.4
Direct motivation to learners and heads of departments	1	3.4
Providing ICT teaching aids	1	3.4
Organizing for teachers trips	1	3.4
To consult head of department	1	3.4
Oversee the innovation and creativity in teaching every week	1	3.4
Conducting interclass presentations during internal symposiums	1	3.4
Through observing the teacher projecting the lesson by use of slides that have short notes	15	51.7
Making computers study a compulsory subject in form one and two	2	6.9
Finance teachers to attend seminars and workshops	1	3.4
Use of computer teachers to give directive to other teachers	1	3.4
Facilitating workshop and seminars that support teachers skills acquisition	1	3.4
Encourage demonstration of some innovations for its effectiveness	1	3.4
Provide technical support	1	3.4
Total	**29**	**100.0**

From table 11, respondents of questionnaires listed other 29 ways of supervision of innovation and creativity in teaching carried out by principals. 15 respondents (51.7%) indicated that principals do it through observing the teacher projecting the lesson by use of slides that have short notes is the most preferred other way of supervision of innovation and creativity in teaching. Two respondents indicated that the other ways of supervision of innovation and creativity in teaching

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making computers study a compulsory subject in form one and two with a percentage of 6.9%. The principal encourages motivational talk to the students. direct motivation to learners and heads of departments, providing ICT teaching aids, organizing for teachers trips, to consult head of department, oversee the innovation and creativity in teaching every week, conducting interclass presentations during internal symposiums, finances teachers to attend seminars and workshops, use of computer teachers to give directive to other teachers, facilitating workshop and seminars that support teachers skills acquisition, encourage demonstration of some innovations for its effectiveness and provide technical support were indicated by one respondent each as another way of supervision of innovation and creativity in teaching carried out by principals with a mean of 3.4% each.

Via seminars, Duke 1987 (as quoted in Nzile, 2012) accepts that the leaders encourage professional development through the use of supervisors and colleagues to provide teachers with instructional techniques, giving teachers the time to learn individually, and using external programs such as college classes, workshops at district levels and consultation.

The results of this analysis are not consistent with Kalai (2007). He pointed out that secondary school leaders in Kenya are chosen from working teachers, most of whom did not obtain prior training or education management skills. Efficient teacher education supervision is adversely affected by obvious lack of supervision experience. In this light, Lunenburg (2010) notes that supervisors must develop three critical competences to provide an efficient supervisory service, namely: Conceptual competencies, technological competencies and interpersonal relationship abilities. Supervision is successful when the supervisor possesses and demonstrates awareness, interpersonal and technological qualities and characteristics.

Relationship between Teacher Performance and Instructional Supervision

Research Question 3: Is there a significant relationship between teacher performance and instructional supervision in each of the following areas?

    (a) Lesson preparation

    (b) Preparation of assessment materials

    (c) Lesson implementation

    (d) Innovation and creativity in teaching

When examining the significant relationship between teacher performance and instructional supervision, Spearman's rank-order correlation coefficient (r_s) was used to determine the degree of the relationship.

Table 12

Correlation

		Areas of supervision			
		Lesson preparation	Preparation of assessment materials	Lesson implementation	Innovation and creativity in teaching
TPAD of teachers	Spearman's rho	.031	-.132	-.152[*]	-.036
	Sig. (2-tailed)	.679	.072	.038	.627
	N	187	187	187	187

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

From table 12, there is no significant relationship between instructional supervision in lesson preparation (r_s = .031, p = .679 > .05), preparation of assessment materials (r_s = .132, p =. 072 > .05) and innovation and creativity in teaching (r_s = -.036, p = .627 > .05)   and teachers' performance based on TPAD scores. However, there is a significant relationship between instructional supervision in lesson implementation (r_s = -0.152, p = .038 < .05) and teachers' performance based on

TPAD scores . The relationship is weak and inverse. This means that principals tend to be more focused on supervising the lesson implementation of teachers whose performance is wanting.

This finding contradicts with the findings by TongolaWabuko (2016) who carried out a study in Lang'ata sub- County in Kenya to establish the influence of head teachers' instructional supervision practices on teachers' job performance. In their findings, the principals in high-performing schools consistently conducted instructional supervision more so on weak-performing teachers and this significantly influenced teacher performance and hence, improved student achievement.

From the interviews with Heads of Department, some said that *instructional supervision helps teachers to master teaching models according to the ethical guidelines of the profession, and ensures that these instructional practices are updated accordingly*. For example, it contributes to good students' success in student assessment and awards of qualifications. Supervision ensures that teachers are aware of their responsibilities and are updated on their teaching activities.

In addition, they also said that the supervision accounts for the professionality of the instructor. They can invest more time on training if they know that they are monitored, which in turn helps to improve their teaching and evaluation skills and also to develop and master new improved methods of teaching and better time management for the greater benefit of their students. Supervised teachers learn about the success of the teacher and make their practice more accountable for their success. Teachers are encouraged to be more efficient and effective in their daily activities. Supervision changes whether the supervised instructor is prepared to adapt.

Another respondent suggested the importance of teacher supervision was lost in a socio-economic background marked by the teachers' low wages. Other teachers

perform poorly because of this. Determination of the best teaching methods,

constructive ties between the overseer and the supervised teacher and positive reviews

are all effective ways of promoting and fostering progress.

CHAPTER FIVE

SUMMARY OF STUDY FINDINGS, CONCLUSIONS

AND RECOMMENDATIONS

The study description is provided in this chapter. The review of observations, conclusions and recommendations follows this. There are also proposals for further research. Based on the research questions of the report, summaries of conclusions and recommendations are presented.

Summary of the Study

This study is about the implementation of instructional supervision and its relationship with teachers' performance in public secondary schools in Nandi North Sub County. Majority of schools fall short of providing for the instructional supervision leading to poor teacher performance (John, 2011). Previous studies (Government of Kenya, 1997 – 2010; John, 2011; World Development Report, 2018)) have not revealed the extent to which instructional supervision is implemented in public secondary schools, and the potential impacts this would have on teacher performance. Bitok (2015) says he was researching the factors supporting the Nandi South Sub County teacher use of the non-directive model of instructional supervision; view that maximum performance of the teachers has never been achieved because instructional supervision has not been fully implemented in public secondary schools in Kenya.

The research was based on William's theory Z (1980). This model of monitoring developed out of perceived inadequacies in X and Y theories. Instead of a job, the supervisee will remain with the employer (TSC) and commit itself to the

business by having a career not a job. The supervisor's participation in the monitoring process is involved. It promotes supervisors sharing accountability with supervisees and support for all the needs found by Maslow in the organization (TSC) not just for some of them as supporters of X and Y theories purports (McGregor, 1960).

The study used descriptive and correlational research design. Stratified random sampling technique was used to obtain the school participants from the categories of schools (42 mixed schools, 3 boys' schools, and 10 girls' schools) to obtain a sample that best represented the entire population studied. Fifteen (15) schools participated in the study. All the 3 boys' schools were involved and 3 girls and 9 mixed schools were selected using the simple random sampling technique. Cluster sampling technique was used such that all the teachers in the 15 schools participated in the study. The expected number of teachers in the different categories of schools was 193 with 60 teachers from 3 boys' schools, 60 teachers from 3 girls' schools, and 73 teachers from 9 mixed schools.

Summary of Findings

Overall results indicated the following as per the research questions:

1. The level of performance is good. Based on TPAD scores it yielded a mean of 79.73 and a standard deviation of 7.482. The standard deviation of 7.482 is low meaning that the scores were closer to the mean indicating a more homogeneous performance.

2. The Principals' implementation of instructional supervision was good in all areas though gave selective priority to the supervision of innovation and creativity in teaching; followed by supervision of lesson preparation, lesson implementation and preparation of assessment materials; though were not consistent in doing so.

3. There is no significant relationship between instructional supervision in lesson preparation, lesson implementation, preparation of assessment materials and innovation and creativity in teaching and teachers' performance based on TPAD scores. However, there is a significant relationship between instructional supervision in lesson implementation and teachers' performance based on TPAD scores. The relationship is weak and inverse.

Conclusions

Based on the study findings, the following conclusions were made for the implementation of instructional supervision and its relationship with teachers' performance in public secondary schools:

1. Based on TPAD scores, the performance of the teachers was good. They successfully met the targeted set of performance competency areas.

2. In general, the implementation of instructional supervision is good. The Principal paid attention to all areas of instructional supervision but gave selective attention to innovation and creativity and to particular teachers. The principal was not consistent in instructional supervision hence the implementation was not excellent.

3. The teachers' performance based on TPAD scores is not significantly influenced by the principals' instructional supervision in lesson preparation, preparation of assessment materials and innovation and creativity in teaching. However, there is a significant relationship between instructional supervision in lesson implementation and teachers' performance. Principals tend to be more focused on supervising the lesson implementation of teachers whose performance is wanting.

Recommendations Arising from the Study

The following suggestions have been made from the key results of the report:

1. The principals as instructional supervisors should give supervision of innovation and creativity the place it deserves in their work. This is because supervision of innovation and creativity is a fundamental component of instructional supervision.

2. Principals should not be selective in implementation of instructional supervision but should give priority to all areas of instructional supervision in order to improve the current results.

3. Principals should not only focus on teachers whose performance is wanting but also other teachers as a way of motivating them and ensuring that they maintain the good performance.

4. There is need for school administrations (principals) to assist teachers go through in-service training to better their innovation and creativity in teaching. A social network can be designed to support learning communities of schools. These allow greater interaction and collaboration among the supervisors and teachers.

Suggestions for Further Research

1. Studies to assess the long-term impact of teacher and supervision activities on school improvement are carried out.

2. Research should understand how different instructional supervision and teachers performance impact individual schools, teachers and students. Progress towards educational supervision and teacher performance can be established within a particular timeframe from the execution of action plans by sample schools.

3. Investigations should consider subject-area instructional supervision and teachers' performance within a specified period of time.

4. A similar study can be conducted in a different county to confirm the results of this study.

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APPENDICES

APPENDIX A: TEACHER'S QUESTIONNAIRE

Dear Sir/Madam, I am a post-graduate student from University of Eastern Africa, Baraton. I am carrying out a study on the influence of instructional supervision on teachers' performance in public secondary schools in Nandi North Sub County. The study is expected to be of use to the ministry of education, curriculum developers, principals, teachers and other education stakeholders in decision making concerning effective and regular supervision of teachers. This research project is for educational purposes only. I will be grateful if you assist me by filling this questionnaire in your capacity as a teacher.

Please complete each section by providing the information requested for in order to enable the researcher to come up with valid and reliable data. DO NOT indicate your name or that of your school. Thank you in advance for your cooperation and assistance.

Stellah Yego.

Section A: Demographic information

1. Please Indicate your TSC No. [_____]

2. What is your gender? Male [ ] Female [ ]

3. Please indicate your highest academic qualification
    M. Ed [ ]   B. Ed [ ]   Postgraduate Diploma in Education [ ]

    Diploma in Education [ ]

3. For how long have you been a teacher since first appointment?
    Below 5 years [ ]   6 – 10 years [ ]   10 years and above [ ]

Section B: Evaluation of Instructional Supervision

Instruction: Indicate the degree of your agreement or disagreement to each statement by indicating the number using the following scale:

4 – Strongly Agree (SA)
3 – Agree (A)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Supervision of lesson preparation

No.	ITEMS	SA	A	D	SD
1	Principal facilitates the monitoring of lesson plan to ensure that they are well prepared to achieve instructional objectives				
2	Principal meets with teachers to set standard goals and bench mark for instructional progress				
3	Principals oversees the checking of records of work per week				
4	Principal oversees the checking of teachers lesson notes				
5	Principal facilitates the checking of teachers' records and schemes of work				
6	Principal facilitates the approval of the updated syllabus for teaching subjects				
7	Principal facilities the inspection of teachers' personal time table				

In what other ways do the principal carry out supervision of lesson preparation in your school?...
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Supervision of preparation of assessment materials

No.	ITEMS	SA	A	D	SD
1	Principal oversees the inspection of student notes in order to ensure that the scheme of work is covered each term				
2	Principal inspects teacher's mark book				
3	Principal facilitates the inspection of minutes for the moderation of exams				
4	Principal ensures the assessment of the analysis of the National exams				
5	Principal oversees an assessment of teacher examinations attendance register				
6	Principal facilitates the analysis of teacher's TPAD scores per term and advice accordingly				
7	Principal facilitates the comparison of examination mean scores				

In what other ways do the principal carry out supervision of preparation of assessment materials in your school?

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Supervision of lesson implementation

No.	ITEMS	SA	A	D	SD
1	Principal facilitates the observation of classroom instruction to ensure that instructional and curriculum goals are being followed				
2	Principal oversees the regular meeting with entire teaching staff to discuss instructional improvement or lack of it				
3	Principal encourages teachers to utilize supervisors suggestions				
4	Principal oversees the use of an appropriate supervisory techniques like classroom visitation to ensure improved teaching and learning				
5	Principal facilitates the assessment of the appropriate teaching materials				
6	Principal oversees the use of lesson observation form in assessing the lesson				
7	Principal oversees the assessment of lesson recovery schedule per week				

In what other ways do the principal carry out supervision of lesson implementation in your school?

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Supervision of innovation and creativity in teaching

No.	ITEMS	SA	A	D	SD
1	Principal facilitates the use of incentives to encourage teachers to reach instructional goals				
2	Principal supports creativity, innovation and practice of new skills				
3	Principal encourage teachers to acquire ICT skill and use them for teaching				
4	Principal support the provision of technical support to teachers when they are faced with challenges				
5	Principal facilitates workshops and seminars that supports teacher skills acquisition				
6	Principal encourages teachers to attend in-service courses to improve teaching effectiveness				
7	Principal give teachers the freedom to design their own teaching with the help of ICT.				

In what other ways do the principal carry out supervision of innovation and creativity in teaching in your school?

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APPENDIX B: THE HEAD OF DEPARTMENT'S INTERVIEW

This research project is for educational purposes only. Please complete each section by providing the information requested for in order to enable the researcher to come up with valid and reliable data. DO NOT indicate your name or that of your school.

Section A: Demographic information

1. Please Indicate your TSC No. [_____]

2. What is your gender? Male [ ] Female [ ]

3. Please indicate your highest academic qualification
   M. Ed [ ]   B. Ed [ ]   Postgraduate Diploma in Education [ ]

   Diploma in Education [ ]

4. For how long have you been the Head of the Department (HOD) since first appointment?
   Below 5 years [ ]   6 – 10 years [ ]   10 years and above [ ]

In your own opinion,

To what extent do the following aspects of supervision contribute to *teacher performance*?

1. Supervision of lesson preparation

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2. Supervision of preparation of assessment materials

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3. Supervision of lesson implementation

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4. Supervision of innovation and creativity in teaching

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5. What causes a teacher to perform poorly?

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APPENDIX C: DOCUMENTARY ANALYSIS

This research project is for educational purposes only. Please complete each section by providing information requested for in order to enable the researcher to come up with valid and reliable data.

Please provide the teachers' TPAD total score and their TSC numbers to assist in the evaluation of teachers performances in your school. Do not provide their names and the name of your school.

        (a) TSC NO………………………

        (b) TPAD Average Score…………………..

APPENDIX D
TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT (TPAD) TOOL

TSC NO.	
NAME	
DESIGNATION	
INSTITUTION	
ZONE	
SUB COUNTY	
COUNTY	

Period of Appraisal: From _____To_____

EVALUATION CRITERIA AND RATING

This rating shall be used to establish the extent to which the teacher has met the targets set in each of the Performance Competency Areas and final annual performance.

Rating Grade	Rating Indicator	Rating Scale
Very Good	Fully met and exceeded the targets	5
Good	Fully met the targets	4
Average	Met most of the targets	3
Below Average	Met some of the targets	2
Inadequate	Did not meet the targets	1

TEACHING STANDARDS

	Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Rating Scale (1-5) for each Target								
					Appraisee Rating			Appraiser Rating			Agreed Rating		
					Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
1	**Professional knowledge and Application (30 marks, maximum 5 Targets)**												
	Ability to prepare; Schemes of work, Lesson plans and Lesson notes based on current curriculum and syllabi, records of work, Teaching/learning aids, assess learners and provide feedback and prepare and maintain learners' progress records. Individualized Education Program	**Availability and use of**: • Approved schemes of work, Lesson plans, Lesson notes, Records of Work, text books teaching/learning aids. • Test/examinations, marking scheme, learners marked exercise book/marked test papers and learners progress records; mark sheet • Individualized Education Programs. • Timely syllabus coverage. • Lesson observation rating • Identification of weak or talented learners	i. Undertake individual lesson observation at least once a term. ii. Prepare and maintain (10 marks): • schemes of work for approval by the 1st day of the term, • personal timetable • lesson plans, • lesson notes • mark books • marked and checked learners exercise books • improvement index/value addition • Teaching aids based on current curriculum before the beginning of each lesson. • Use of current syllabi in preparation for teaching. • Copies of departmental /subject	▪ Performance Index – enhanced knowledge in subject area. ▪ Improved scores in tests and examinations. ▪ Ability to recall learnt content. ▪ Ability to apply knowledge learnt in solving practical problems. ▪ Effective Syllabus coverage									

			panel meetings • Records of work covered checked weekly. iii. Evaluate learners on mastery of content covered in line with the school testing policy, and student progress records. iv. Organize, document and implement IEP programs to cater for all learners' needs. v. Cover the syllabus as stipulated time.										
2	**Time Management (10 marks, maximum 2 Targets)**											
	Ability to manage teaching time through consistent class attendance, adherence to the school time table, attendance of other school activities and staff meetings	• Punctuality in reporting for duty and Lesson attendance • Records of teacher presence, Lesson taught/ missed, lesson recovered records, records of remedial lessons, staff meeting attendance. ▪ Timely preparation of professional records	i. Maintain punctuality in reporting for duty and lesson attendance, meet deadlines on preparation of professional records and participation in all other school programmes. ii. Ensure all lessons are taught as per the school timetable, exams set and marked and feedback given as per the deadline.	▪ Increased contact hours. ▪ Learners improved time management skills. ▪ improved learners' performance ▪ improved attendance of school activities by learners ▪ acquisition of wide knowledge								
3	**Innovation and creativity in teaching (10 marks, maximum 2 Targets)**											

	Ability to improvise and use locally available resources for effective teaching and learning outcomes	**Evidence of use of;** ▪ teacher prepared teaching/learning aids, ▪ ICT to access Online Educational Resources, ▪ ICT integration in teaching and learning in order to improve knowledge content and curriculum delivery. ▪ Use of relevant approach.	i. Prepare and use appropriate teaching and learning aids ii. Access and integrate appropriate ICT learning/teaching materials to improve knowledge and stimulate learning.	▪ Improved learners' knowledge in ICT. ▪ Active learner participation. ▪ learners ability to; develop their own learning materials, ▪ Enhance learners' creativity in apply ICT in their learning. ▪ Enhance creative thinking, development of new concepts.						
4	**Learner protection, safety, discipline and teacher conduct (15 marks, maximum 3 Target**									
	Knowledge of matters related to sexual, mental/ psychological, physical harassment/ abuse and the appropriate solutions. Adherence to legal and professional provisions.	• Evidence of compliance with CORT, COCE, and Children's Act and other statutory regulations regarding children's rights. • use of teaching/ learning aids that support learners safety and promote self-awareness • create child-friendly learning environment • Sensitization	i. Demonstrate understanding of legal provisions in education and the implication of non-compliance. ii. Ensure the learning environment is child friendly, safe and conducive by promoting self-awareness through sensitization and use of appropriate teaching /learning aids. iii. To maintain updated records of learner discipline cases, challenging behavior and interventions. iv. Maintain updated records of	• Improved learners performance, • Improved learner attendance. • High retention rate. • improved professional teacher/learner relationships • Decreased learner discipline cases.						

		Programmes. • Records of learners discipline cases and interventions. • Evidence parental involvement in learner discipline.	parental Involvement in management of learner behaviour.											
5	**Promotion of Co-curricular activities (10 marks, maximum 2 Targets)**													
	Ability to organize and guide co-curricular and life skills learning activities to realize and nurture unique talents and develop them to their full potentials	• Approved co-curricular schedules, membership lists, • Commendation letters • certificate of participation at different levels, • evidence of awards, officiating, coaching, and training in cocurricular activities	i. Identify and nurture learners' talents in at least one co-curriculum activity. ii. Maintain up to date records on learner's participation in co-curricular activities including certificates, trophies and awards.	• Learners' participation in cocurricular activities. • Individual talents identified and developed. • Physical fitness and enhance learners' health.										
6	**Professional Development (15 marks, maximum 3 Targets)**													
	Identify individual performance gaps, training needs and seek solutions through professional development courses.	▪ Appraisal records. ▪ Enrollment for teacher professional development courses. ▪ Certificates for courses attended. ▪ Evidence of involvement in peer learning at school,	i. Engage in termly appraisal process and be evaluated. ii. Be involved in Teacher Professional Development activities at school level and/or enroll in recognized/relevant professional courses.	▪ Extent of improved learner performance. ▪ Improved level in curriculum delivery. ▪ Effective learner assessment. ▪ Evidence of remedial action.										

		zonal and or cluster levels. ▪ Involvement in subject panels in different levels. ▪ Participation in training and marking of exams at different levels.	iii. Engage in peer learning at zonal, cluster levels and interact with educational specialist and networking with educational bodies e.g. KNEC, KICD, MOEST, etc.										
7	**Collaboration with parents/guardians and stakeholders (10 marks, maximum 2 Targets)**												
	Establish and maintain collaborative relationships with the educationalists, parents/guardians, and the local communities.	▪ Records of parental involvement. ▪ Evidence of involvement in community based activities. ▪ Records of involvement in exchange programmes and national initiative eg tree planting, advocating against FGM, ▪ Evidence of involvement and networking with educational bodies e.g KNEC, KICD, MOEST	i. Plan and participant in teachers, parents and learners meetings. ii. Organize Education community based activities that involve learners. iii. Develop linkages and participate in programmes organized in conjunction with other educational bodies.	▪ Improved learner exposure and performance. ▪ Learner ability to recognize individual abilities, limitations and values. ▪ Holistic learners (all rounded individuals). ▪									
				TOTAL									
	ANNUAL SCORE (AVERAGE OF AGREED SCORE FOR TERM 1,2 & 3)												

COUNTERSIGNING

A countersigning officer is an officer who is senior to both appraisee and the appraiser in the teacher appraisal process. This will be the head of the institution

Countersigning officer's Remarks on the appraisal process and appraisees' suitability for promotion
_____
_____

Countersigning Name………………………………….TSC No. …….................Designation…………..Sign…………… Date…………

ARBITRATION

This part need not be filled unless there is a disagreement arising from appraisal process between the appraisee and appraiser. Section 53 of the Code of Regulation for Teacher 2015 outlines moderation procedures to be applied in case of a disagreement in the appraisal process.

Appraisee's/Appraiser's Comments

Where the Appraisee and Appraiser fail to agree on the ratings, they document on areas of disagreement in the space below
_____
_____

Arbitrator

Where there is disagreement the arbitrator will assist the appraisee and appraiser to reach agreement and complete the section below.
_____
_____

Arbitrator Name ………………………………… TSC No. ……..............Designation……………………Sign……………… Date…………

Appraisee Name ………………………………… TSC No. ……...............Designation……………………Sign…………………Date…………

Appraiser Name ………………………………… TSC No. …………...........Designation…………………Sign………………… Date…………

APPENDIX E: RELIABILITY ANALYSIS

Reliability (Supervision of Lesson Preparation)

Reliability Statistics

Cronbach's Alpha	N of Items
.809	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Principles facilitates the monitoring of lesson plan to ensure that they are well prepared to achieve instructional objectives	10.43	9.289	.703	.754
Principals meet with teachers to set standard goals and bench mark for instructional progress	10.87	10.257	.544	.784
Principals oversee the cheking of records of work per week	10.60	10.110	.462	.800
Principal oversees the checking of teachers notes	10.00	11.034	.351	.816
Principal facilitate the checking of teacher's records and schemes of work	10.67	9.540	.794	.744
Principal facilitate the approval of the updated syllabus for teaching subjects	10.70	9.321	.665	.761
Principal facilitates the inspection of teacher's personal time table	10.33	11.057	.346	.817

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.27	13.306	3.648	7

Reliability (Supervision of Preparation of Assessment Materials)

Reliability Statistics

Cronbach's Alpha	N of Items
.838	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Principal oversees the inspection of students notes in order to ensure that the scheme of work is covered each term	10.61	10.312	.560	.822
Principal inspects the teacher's mark book	10.26	10.198	.701	.799
Principal facilitate s the inspection of minute for the moderation of the exams	10.55	10.056	.655	.805
Principal ensure the assessment of the analysis of the national exams	11.06	10.862	.547	.822
Principal oversees the assessment of teacher examination attendance register	10.65	10.037	.647	.807
Principal facilitate the analysis of teacher's TPAD scores per term and advice accordingly	11.00	11.000	.513	.827
Principal facilitate the comparison of examination mean score	10.97	11.432	.514	.827

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.52	13.991	3.741	7

Reliability (Supervision of Lesson Implementation)

Reliability Statistics

Cronbach's Alpha	N of Items
.909	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Principal facilitates the observation of classroom instruction to ensure that instructional and curriculum goals are being followed	10.77	16.847	.749	.893
Principal oversees the regular meeting with entire teaching staff to discuss instructional improvement or lack f it	11.26	18.665	.584	.910
Principal encourages teachers to utilize supervisors suggestions	11.06	16.862	.738	.894
Principal oversees the use of an appropriate supervisory techniques like classroom visitation to ensure improved teaching and learning	10.90	16.424	.787	.889
Principal facilitate the assessment of the appropriate teaching materials	11.03	17.966	.610	.908
Principal oversees the use of lesson observation form in assessing the lesson	10.74	16.398	.760	.892
Principal oversees the assessment of lesson recovery schedule per week	10.87	16.116	.855	.881

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.77	22.847	4.780	7

Reliability (Supervision of Innovation and Creativity in Teaching)

Reliability Statistics

Cronbach's Alpha	N of Items
.955	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Principal facilitate the use of incentives to encourage teachers to reach instructional goals	8.52	14.125	.775	.954
Principal supports creativity, innovation and practice of new skills	8.52	14.125	.842	.949
Principal encourages teachers to acquire ICT skills and use them for teaching	8.68	14.292	.841	.949
Principal supports the provision of technical support to teachers when they are faced with challenges	8.55	13.523	.907	.943
Principals facilitates workshops and seminars that supports teacher skills acquisition	8.61	14.178	.844	.948
Principals encourages teachers to attend in-service courses to improve teaching effectiveness	8.55	13.989	.805	.952
Principal give teacher the freedom to design their own teaching with the help of ICT	8.58	13.518	.912	.943

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.00	18.867	4.344	7

APPENDIX F: ETHICS CLEARANCE LETTER

**OFFICE OF THE DIRECTOR OF GRADUATE STUDIES
AND RESEARCH**

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

February11, 2019

Stellah Jelagat Yego
School of Educator, Humanities and Social Sciences
University of Eastern Africa Baraton

Dear Stella,

Re: ETHICS CLEARANCE FOR THESIS PROPOSAL (REC: UEAB/04/02/2019)

Your master thesis proposal entitled *"The Influence of Instructional Supervision on Teachers' performance in Public Secondary School in Nandi North Sub-County, Kenya"* was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective February 11, 2019 until February10, 2020. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date.

Note that you will need a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) and clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

**Prof Jackie K. Obey, PhD
Chairperson, Research Ethics Committee**

1 1 FEB 2019

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991

APPENDIX G: LETTERS FOR DATA GATHERING

OFFICE OF DIRECTOR OF GRADUATE

STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON

P.O. Box 2500, Eldoret, Kenya

19 March, 2019

TO WHOM IT MAY CONCERN:

Re: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Ms. Stella Jelagat is a graduate student pursuing the degree Master in Curriculum and Teaching at the University of Eastern Africa, Baraton. She is currently writing her thesis entitled *the influence of instructional supervision on teachers' performance in public secondary schools in Nandi North Sub-County, Kenya.*

I am requesting you to please allow her to administer her questionnaire to selected respondents in your organization. She will gather her data within the months of March to May 2019.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Korso Gude
Ag. Director

Cc: Chair, Department of Education
Office File

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION

Email: cdenandicounty@yahoo.com
When replying please quote

Ref:NDI/CDE/RESEARCH/1/VOL.II/147

COUNTY DIRECTOR OF EDUCATION,
NANDI
P.O BOX 36 – 30300,
KAPSABET.

19th March 2019

Stellah Jelagat
University of Eastern Africa, Baraton,
P.O Box 2500 - 30100
ELDORET.

RE: RESEARCH AUTHORIZATION.

The above named person has been granted permission by the County Director of Education to carry out research on "***The influence of instructional supervision on teachers' performance in Public Secondary Schools***" in Nandi North Sub County, Nandi County for the period ending 14th **February, 2020.**

Kindly provide her all necessary support she requires.

For:
County Director
of Education
N. NDI COUNTY
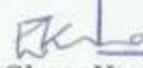
Clare Kusa
For: County Director of Education,
NANDI COUNTY.

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Tel: 053 5252621, 5252003, Kapsabet
Fax No. 053 – 5252503
E-mail:
nandicountycommissioner@gmail.com
When replying, please quote

Ref: No. NC.EDU/4/1/VOL.V(229)

County Commissioner's Office,
Nandi County
P.O. Box 30,
KAPSABET.

19th March, 2019

Stellah Jelegat,
University of Eastern Africa, Baraton,
P.O. Box 2500 - 30100
ELDORET.

RE: RESEARCH AUTHORIZATION

This is in reference to letter No. NACOSTI/P/19/895031/28246 dated 14th February, 2019 from the Director General/CEO, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct a research on **"The influence of instructional supervision on teachers' performance in public secondary schools in Nandi North Sub County"** for the period ending **14th February, 2020.**

Wishing you all the best.

THE COUNTY
COMMISSIONER
NANDI.

G. O. MATUNDURA,
For: COUNTY COMMISSIONER
NANDI.

APPENDIX H: NACOSTI PERMIT
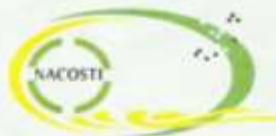
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:-254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/95031/28246**

Date: **14th February, 2019**

Stellah Jelagat
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The influence of instructional supervision on teachers' performance in public secondary schools in Nandi North Sub-County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for the period ending **14th February, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nandi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

(signature)
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.

THIS IS TO CERTIFY THAT:
MS. STELLAH JELAGAT
of UNIVERSITY OF EASTERN AFRICA,
BARATON, 485-30300 kapsabet,has
been permitted to conduct research in
Nandi   County

on the topic: **THE INFLUENCE OF
INSTRUCTIONAL SUPERVISION ON
TEACHERS' PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN NANDI NORTH
SUB-COUNTY, KENYA**

for the period ending:
14th February,2020

Permit No : NACOSTI/P/19/95031/28246
Date Of Issue : 14th February,2019
Fee Recieved :Ksh 1000

....
**Applicant's
Signature**
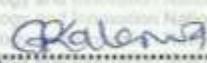
....
**Director General
National Commission for Science,
Technology & Innovation**

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 23135

CONDITIONS: see back page

APPENDIX I: CURRICULUM VITAE

PERSONAL DETAILS
NAME: Jelagat Stellah Yego
ID. NO: 25647349
RELIGION: Christian
NATIONALITY: Kenyan
DATE OF BIRTH: 20th May 1986
PLACE OF BIRTH: Nandi County
MARRIAGE STATUS: Married
LANGUAGE: English and Kiswahili (both written and spoken)
ADDRESS: P.o Box 85 Kapsabet
PHONE.NO: 0725274296
EMAIL ADDRESS: stellahjelagat86@gmail.com

OBJECTIVE: Working effectively with the available resources to maintain and promote diversity towards achieving the goals of the organization using my skills and ability as I grow and develop in my career standards.

VISION: To work in challenging and dynamic, technical with a view of integrating creativity, team work and diligent research to provide practical way forward that will map comprehensive strategies information and technology and make Kenya reach vision 2030.

CAREER PROFILE

➢ Self-motivated with high performance standards and strong emphasis on goals and quality work.

➢ Strong work ethics with ability to execute a variety of expected tasks simultaneously.

➢ Working as a team player with good organizational, interpersonal leadership and communication skills able to meet set target with very minimal supervision.

➢ Good interpersonal and presentation skills.

➢ Reliable communication skills both verbal and written.

> ➢ Ability to listen, accept challenges and make the best possible decisions.

EDUCATION BACKGROUND

> ➢ 2014-2018: University of Eastern Africa Baraton: M.ED (Curriculum and Teaching).
>
> ➢ 2005-2009: Moi University: B.ED (Kiswahili/Religion).
>
> ➢ 2001-2004: A.I.C Chebisaas Girls. Kenya Certificate of Secondary Education (K.C.S.E) attained mean grade of B-(Minus).
>
> ➢ 1992-2000: Kaptildil Primary School. Kenya Certificate of Primary Education (K.C.P.E) scored 414/700.

PERSONAL RESPONSIBILITIES

> ➢ Served as a class teacher in year 2014.
>
> ➢ Served as a boarding teacher in 2014-2017.
>
> ➢ Served as acting deputy principal (2018)
>
> ➢ Now serving as senior teacher (2019).

TEACHING EXPERIENCE

> ➢ February 2014 to date: Tulwo Girls High School.
>
> ➢ January 2012-February 2014: St. Joseph Girls High School Chepterit.
>
> ➢ January 2011-September 2011: Alpharok School (Libya).
>
> ➢ January 2010- December 2010: Martin Lel Secondary School.
>
> ➢ May 2009- August 2009: Kasisit Secondary School.

CAPACITY BUILDING WORKSHOP

> ➢ The national education services 17th February 2018.
>
> ➢ Nandi county languages and literature seminars 11th May 2017.
>
> ➢ The national education services 15th February 2016.
>
> ➢ The national education services 17th February 2014.

HOBBIES

> ➢ Sports: netball and athletics.

- ➢ Reading novels.

- ➢ Listening to music.

- ➢ Socializing and travelling.

REFEREES

1. Jane J. Kolum,

Tulwo Girl High School,

P. O. Box 485,

Kapsabet.

2. Consolata Tum,

St. Joseph High School Chepterit,

P. O. Box 51,

Kapsabet.