

Principal's Classroom Observation: Practice and Impact on Teachers' Job Performance in Kangundo Sub-County, Machakos County, Kenya



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Abstract

This paper reports on a study conducted to investigate the impact of school principal's classroom visitation on teachers' job performance in Kangundo Sub-County, Machakos, Kenya. The study used convergent parallel mixed method research design and stratified random sampling design to select 8 principals of schools, 56 teachers and 104 students. Data was collected using questionnaires and interview guides. The study established that majority of the principals do not make regular visits to classroom to observe teaching and learning and that teachers do not observe one another in class. The principals were also found to lag behind in making effort to discuss results with the teachers. The study recommends that principals should carry out regular classroom visits and discuss results with the teachers' concerned as a strategy of improving teachers' job performance.

Key words: School principals, secondary schools, education, teachers, job performance, classroom visitation, Machakos, Kangundo sub-County

Paper type: Research paper

Introduction

Teachers are the backbone of an educational activity especially because success is highly dependent on their job performance. Campbell (2014) describes performance as an individual level variable that it is a key feature of job performance in that it has to be goal relevant. Performance must be directed towards organizational goals that are relevant. According to the Teachers Service Commission (2015), job performance of teachers is the set of duties a teacher performs to achieve the goals of the school at a particular time in the school system. These duties involve timely syllabus coverage, correct pedagogical skills, school and class regular punctual attendance. Teachers' job performance is highly connected to students' outcomes as the end product in education.

The school principal as a supervisor has a role to engage in an ongoing dialogue with teachers to ensure improved methods for instruction delivery. The supervisor should also encourage various instructional techniques and diversity in teaching approaches which considers the unique talents and teachers' capacities. Effective supervision should result in teacher's improvement in teaching and learning

practices. The maximum contribution of teachers will be seen clearly in students' learning outcome. The school principals are expected to engage in a number of supervisory activities including classroom visitation, checking of professional records of teachers like working schemes, teaching plans and lesson notes (Archibong, 2008). The purpose of these supervisory activities is to ensure an effective and better teaching and learning process.

Through classroom visits, the supervisor also observes how the students participate during the classroom activities, materials and methods used in teaching. The school principals are responsible for supervising and evaluating the teachers under their responsibility. For example, the main purpose of supervision practiced in schools in the United States of America (USA) is to improve classroom instruction. This is through observation of classroom teaching, analysis of observed data and face-to face interaction between a principal and the teacher (Kieleko, 2015). A research by Louis, Keithwood and Wahlstrom's (2010) indicated that teachers praised principals more when an encouraging climate for instruction was created, and higher assessments were perceived by faculty leaders who encouraged and developed leadership.

According to Knapp, Copland, Honig, Plecki and Portin (2010), effective leaders focused on the quality of instruction by defining and promoting high expectations and reducing the isolation of teachers. Further, effective principals are highly visible in the school and focus on making formative observations about learning and professional growth while providing direct and immediate feedback. However supervision is not always performed by principals given their heavy workload.

In the *Teaching and Learning International Survey* (TALIS) held in 2013, principals expressed their concerns of being overburdened with administrative responsibilities hence unable to devote themselves to instructional supervision (OECD, 2013). This is true when we consider that principals have multiple constituencies such as overall leadership of the school, seeing parents, students, teachers, and school board members among other duties and feel that they are always on call and must respond to the needs of those groups. Principals speak of the intense effort needed to find time to focus on important issues when there are myriad administrative tasks that must be done. This indicates that effective monitoring of the teachers job performance is often not carried out.

In Kenya, according to the Teachers Service Commission (TSC) (2015), every teacher is expected to comply with the performance standards specified under the Act and the Code. It is the principal's role to supervise and to ensure proper implementation of the curriculum as well as verifying the professional documents for the teaching staff. He/she supervises the actual coverage of syllabus and ensures that teachers attend classes. The overall goal of supervision is to improve classroom instruction and enhance students' academic achievement.

The principal's supervisory leadership can make a difference in students' achievement. It sets the pace, leads and motivates staff to perform their duties. The head teacher does a lot of teacher supervision in schools where performance is good. This means that a school's leadership quality determines how teachers perform their duties. Supervision through classroom visitation is a collaborative effort of the teachers as well as the head teacher and mutual understanding is of essence



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(Kiiru, 2015). In situations where the relationship of both is strained, the academic performance of the students may suffer.

According to the records from Kangundo Sub-County Education Director's office it is evident that from 2014 to 2017, performance in KCSE Kangundo has been below average and serious attention needs to be focused on it (Table 1).

Table 1

Kangundo Sub-County KCSE Mean Score

Year	Entry	Mean Score	Deviation
2014	1696	4.438 (D+)	+0.107
2015	1734	4.125 (D+)	-0.313
2016	1565	3.49 (D)	-0.82
2017	1887	2.72 (D-)	-0.77

Source: SCEO Kangundo Sub-County, 2017

Teachers' job performance is a concern of everybody in the society. In the past three years, as indicated in Table 1, there has been a decline in the KCSE mean grade in Kangundo Sub-County with a negative deviation of -0.3 in 2015, -0.8 in 2016 and -0.77 in 2017. The declining performance of students in the sub-county is disturbing since many of these young people lose opportunities for further education and training. Search for the cause of decline and poor outcome has become the pre-occupation of educational administrators, planners and the general public.

The education stakeholders in Kangundo have voiced their concern over the poor performance of students in KCSE. Some have put the blame on the teachers and the school administration while others blame the parents and the students themselves. No matter who is to blame, the fact remains that the school principal as the supervisor of instructional activities plays a key role in students' academic achievements. Although the reasons for this poor performance are not very clear the role of the principals in carrying out supervision through classroom visitation could be a contributing factor. This was the focus of the study reported in this paper.

Statement of the Problem

Supervision of instruction is a very important role of the principal in the school and a key to success for any system to function effectively and achieve its goals. At the same time school principals have myriads of responsibilities such as class teaching, overall leadership of the school, seeing parents, procuring teaching and learning resources, attending many meetings and being financial managers (UNESCO, 2017). Due to the heavy workload, questions can be asked as to the effectiveness of their supervision of teachers. In Nigeria, Shuaibu (2016) noted that there is minimum supervision of teachers. The principals spent most of their time attending to visitors and development projects at the expense of conducting instructional supervision.

There has been a growing focus on the effectiveness of instructional supervision



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in Kenyan secondary schools and teacher job performance. According to Jepaketer, Kombo, and Kyalo (2015), the issue of teacher quality and job performance and its relationship to the students' outcome has dominated research discourse and educational debates. The inability and desire to perform has necessitated the TSC to seek ways of enhancing teacher job performance, which is through teacher performance appraisal. Studies carried out have demonstrated that poor academic performance is also affected by a number of factors such as overloaded curriculum, unavailability of teaching materials, poor teaching approaches and low morale among teachers including inadequate supervision.

In recent years, the KCSE results recorded in Kangundo Sub-County indicate that there have been falling standards in quality teaching and academic performance indicated by low average student performance (D+). The declining performance of students in the sub-county is disturbing since many of these young people lose opportunities for further education and training. Although the reasons for this poor performance are not very clear inadequate instructional supervision could be a contributing factor. At the same time if the performance is to be improved, there is need to analyze the various causes for the poor performance. Therefore this research investigated the influence of principal's instructional supervision has any influence on teachers' job performance in Kangundo-Sub County.

Research Questions

The study was guided by the following research questions:

- i. To what extent does the role of school principals in classroom observation influence the teachers' job performance in Kangundo Sub-County, Machakos County?
- ii. How does the checking of professional documents by the principals influence teachers job performance in Kangundo Sub-County, Machakos County?

Literature Review

Classroom Visits and Teachers Job Performance

The principal's supervisory role involves visiting and checking on what teachers do in preparation for lessons, teaching and the type of assessments they carry out in their classrooms. These activities are believed to enhance teachers' job performance. The aim of classroom visit is to motivate teachers and help them to be attentive in their work so that they can detect instruction-related problems. In the course of the teaching and learning process, it is the role of the principal to conduct regular observation to the teachers as well as to make notes in class. They should discuss their observation with teachers in order to provide for in-school professional development.

According to Panigrahi (2012), observation of a lesson presentation is the only way the principals can be enlightened on the quality of teaching and learning going on in the school. The principal can be able to assess teachers' potentials of excellence through watching a teacher presenting a prepared lesson. The study carried out by Panigrahi used a survey design to investigate the effectiveness of



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teleconference programmes on teachers' capacity building. The study used a sample of 775 elementary school teachers as participants in India. It was established that teleconferencing has a positive contribution towards capacity building of teachers. This research was done in primary schools and focused on teachers in India and limited to teachers' capacity building through teleconference program. Significantly the study did not investigate the role of principals in supervision of teachers as a way of ensuring quality teaching and learning process.

In Kenya, some teachers view classroom visitation as an enrichment to the teaching and learning process. Wairimu (2016) carried out an investigation to establish how teachers perceive classroom observation and checking of pupils' exercise books influence their performance of duty in primary schools in Nakuru North, District. A descriptive survey design was used and the sample size included 20 head teachers and 9 teachers. The study established that head teachers make classroom visitations and hold conferences to discuss the challenges teachers face in the course of teaching process and the way forward. Teachers agreed that supervision helps to improve the instructional process. However, the teachers sampled were too few and the study ignored the students who could have important data concerning their views on classroom observation during instructional process by the principal and how it influences the teaching learning process. According to Kosgei (2012), it is the role of the principal to observe classroom instruction frequently in order to offer encouragement to the supervised. This leads to an improvement in work performance as teachers feel motivated.

Checking of Teachers' Professional Records and Teachers Job Performance

The school administration attempts to ensure an achievement of acceptable standards of teacher work performance and quality results through instructional supervision. It is one of the tools of quality control in the school system with its main focus being the achievement of appropriate expectations of educational system (Okai, 2010). According to TSC (2015), the principals must check teaching standards by ensuring that the teachers prepare records of work, schemes of work, lesson notes and keep records of students' progress.

Supervision is also considered as one of the activities performed by the principal to enhance instruction at all levels of the school system. Teachers are expected to plan well for their lessons. Heidari (2014) conducted a survey in Iran with 93 English teachers to find out their views concerning use of lesson plans in secondary schools. A questionnaire was used to measure the attitude of teachers towards lesson planning and the degree of educational differences among them. The data was analyzed using descriptive statistics and T-test. The results indicated that the English teachers admitted to be utilizing the lesson plans. The findings revealed that due to the importance attached to the lesson plans, there is a need to hold specialized workshops which may provide necessary information which can be used for developing better course plans. The survey used a small sample of only English teachers and did not consider other professional documents important for teachers. The current study will use a wide range of samples including the principal, teachers of various subjects and students.

A research to investigate the influence of instructional supervision on pupils' KCPE performance was carried out by Gitau (2016) in Thika West – Kiambu in Kenya. It established that the head teachers evaluation of lessons affect pupils



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performance. The study employed a descriptive survey design and targeted 329 teachers and 27 head teachers from Thika West Sub- County. Simple random sampling method was used to select 15 schools. All the head teachers from the sampled schools were involved in the study and a simple random sampling method was used to select four teachers from each school adding up to a total of 60 teachers. The study findings indicated that head teacher's evaluation of teachers' lesson plans, holding conferences with teachers and ensuring syllabus coverage positively influenced pupil's academic achievement. The investigation by Gitau (2016) is relevant but it only targeted the primary school teachers. The preparation of lesson plans has a big role in defining the attainable objectives in the learning procedure and it can end up enhancing quality teaching and improved teacher job performance. Kimeu (2010) asserts that overall high performance would be realized in schools if head teachers carry out their instructional supervision role.



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Research Design and Methodology

Research Design and Methodology

This study used a convergent parallel mixed research design to investigate the principal's supervisory role of classroom visitation. The use of convergent parallel mixed design was for the purpose of triangulation since the weakness of one method offsets the other method's strength. According to Ngigi, Wakahiu and Karanja, (2016) the combination of both quantitative and qualitative research approaches provide a better understanding of research problems than either approach alone.

Target Population, Sample Size and Sampling Procedures

The study targeted all the 27 public secondary schools, all principals, all the 265 teachers and all the 1040 students within Kangundo Sub-County in Machakos County. For quantitative research design, the researcher used probability sampling. The researcher used stratified sampling to sample 8 schools, 56 teachers and 104 students. For qualitative research design, a non-probability sampling method was employed to select 8 key informants who are the principals of the eight(8) schools involved in the study.

Table 2

The Sampling Frame

	Target population	Sample size	Sampling procedure	Percent
Schools	27	8	Stratified	30
Principals	27	8	Purposive	30
Teachers	265	56	Stratified	30
Students	1,040	104	Stratified	10
Total	1332	168		12.6

Demographic characteristics of Participants

The age and gender of students and teachers who participated in the study is presented on Table 3 below.

Table 3
Students Gender and Age Cross Tabulation

Age		15-17 years	17-19 years	20-22 years	22 years & above	Total
Gender	Male	9	27	0	2	38
	Female	34	29	2	1	66
Total		43	56	2	3	104

The age distribution analysis shows that 9 male students and 34 female students ranged between 15-17 years, 27 male and 28 female students were in the age bracket of 17-19 years, 2 female students were about 20-22 years while 2 male and 1 female students were in the age bracket of 22 years and above. This implies that majority of the students were between 17- 19 years. The students from upper classes targeted were well represented since they were believed to have more information given their longer experience of being in school. Likewise, there were 38 male student participants and 66 female participants. This implies that there were more female student participants than male student participants. In this finding both genders were represented albeit in different proportions.

The distribution of teachers according to age and gender is presented in Table 4 below.

Table 4
Teachers Gender and Age Cross Tabulation

Age		Below 24 years	25-29 years	30-39	40-49 years	50 years & above	Total
Gender	Male	2	11	11	2	3	29
	Female	1	15	5	5	1	27
Total		3	26	16	7	4	56

Data presented in Table 4 shows that 2 male and a female teacher involved in the study were aged below 24years, 11 male and 15 female teachers were aged 25-29 years, 11 male and 5 female teachers were in the age bracket of 30-39 years, 2 male and 5 female teachers were in the age bracket of 40-49 years while 3 male and one(1) female teacher were aged 50 years and above. This implies that majority of the teachers working in Kangundo are still young and have not been in the teaching profession long enough.

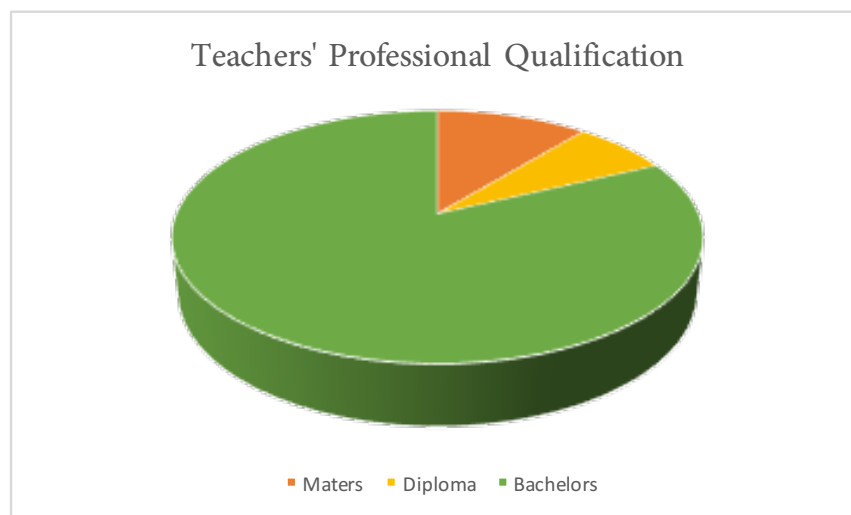
The gender analysis demonstrates that there were 29 male teacher participants while the remaining 27 were female teacher participants. This was an indication that

male teacher participants slightly outnumbered their female counterparts. The use of gender enriched the research study in the sense that different sexes have diverse experiences while performing their roles.

Distribution of teachers by their professional qualifications is reflected in Figure 1 below.



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Figure 1
Teachers' Professional Qualification

Data presented in Figure 1 on teachers' professional qualification shows that 82% of them are undergraduates, 11% are masters degree holders while 7% are diploma holders. Majority of the teachers are therefore qualified and have enough skills of teaching, which ought to facilitate students' good academic performance.

The study established the experience of the teachers under study. The result of this analysis is presented in Table 5 below:

Table 5

Teaching Experience

Teaching Experience	Frequency	Percentage
< 1 Year	2	3.6
1 - 5 years	33	58.9
6 - 10 years	8	14.3
11 - 15 years	4	7.1
16 - 20 years	3	5.4
21 years & above	6	10.7
Total	56	100.0

The data presented in Table 5 on teaching experience shows that those who had taught for 1-5 years were 58.9%. Those who had taught for 6-10 years were



14.3%, those who had taught for 21 years and above were 10.7 % whereas 7.1% had taught for 11-15 years, 5.4 % had taught for 16-20 years while 3.6% had less than one year teaching experience. This implies that teachers who had taught for 1-5 years were the majority. Teachers with many years of teaching experience are better positioned to handle the instructional processes in the school as compared to newly trained teachers. At the same time, those with less experience in teaching require more supervision.

Distribution of Students According to Classes

The distribution of students according to classes is represented in Figure 2 below.

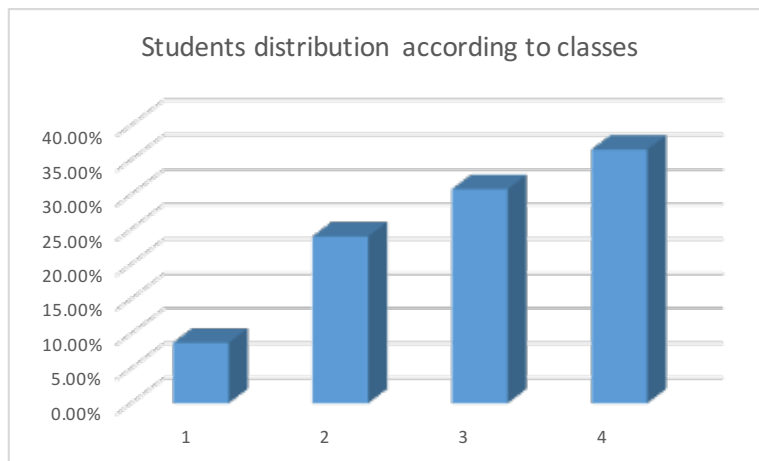


Figure 2
Distribution of Students According to Classes

Results shown in Figure 4 indicate that 8.7% of the students were in Form one, 24% were in Form two, 30.8% were in Form three and 36.5% were in Form four. This was an indication that student respondents were evenly distributed with a few majority from upper classes given their longer experience in school and are believed to have observed how different teachers contribute to their academic achievement.

Distribution of Teachers According to the Position's Held

The study embarked on establishing the positions held by the teacher respondents as presented on Table 6

Table 6*Teachers' Position of responsibility at School*

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Teachers Position	Frequency	Percent
Classroom teacher	19	33.9
Subject teacher	17	30.4
HOD	10	17.9
Deputy Head	3	5.4
Class and subject teacher	4	7.1
Class teacher and HOD	1	1.8
Class teacher, Subject teacher and HOD	2	3.6
Total	56	100.0

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From the analysis of the data given in Table 6, 33.9% of the teachers were classroom teachers, 30.4% were subject teachers, 17.9% were heads of department, 5.4% held the position of deputy head teachers, 7.1% were both class teachers and subject teachers. 1.8% were both class teachers and HODs and 3.6% were class teachers, subject teacher as well as heads of department. This implies that the position of most of the teachers participating in this study is classroom teacher. The results also show that some teachers had been assigned with multiple tasks. The results showed that many schools in Kangundo lacked enough teachers. The lack of enough teaching staff in the schools contributed to teachers being assigned several responsibilities.

Discussion of Finding

Role of the Principal in Classroom Observation

The first research question investigated the extent to which the role of the principals in classroom observation influenced the teachers' job performance in Kangundo Sub-County, Machakos County. Data was collected from both the teachers and students to measure their experiences.

Table 7
Students' Response

Statement	SD %	D %	U %	A %	SA %	Mean	Std. Dev.
The principal makes visits to class room to observe teaching and learning	42 (40.4)	30 (28.8)	7 (6.7)	12 (11.5)	13 (12.5)	2.3	1.42
The teachers observe other teachers in class	29 (27.9)	25 (24.0)	8 (7.7)	24 (23.1)	18 (17.3)	2.8	1.50
The teachers always use teaching and learning aids during the lesson	59 (56.7)	30 (28.8)	6 (5.8)	7 (6.7)	2 (1.9)	1.7	.99
The principal checks students assignment and continuous assessments scripts to ensure regular marking takes place	21 (20.2)	28 (26.9)	13 (12.5)	19 (18.3)	23 (22.1)	2.95	1.47
The principal ensures teachers cover syllabus for all subjects taught	67 (64.4)	22 (21.2)	5 (4.8)	9 (8.7)	1 (1.0)	1.61	.99
The principal monitors students' academic progress	67 (64.4)	33 (31.7)	2 (1.9)	0	2 (1.9)	1.43	.72

From the analysis of the data given, in Table 7 it was found out 86% of the students were of the view that teachers did not observe instructional time through punctuality and did not use teaching and learning aids. On whether the principal makes regular visits to the classroom to observe teaching and learning, 69% indicated that the principal does not make the regular visit to classroom to observe teaching and learning. Concerning teachers observing other teachers during lessons 52% of the students disagreed that this happened, while 40% agreed that in some schools the teachers were observing other teachers in class.

Opinions of teachers and principals on Principal's observation

The researcher had an interest to find out teachers' and principal's views on principal's instructional supervisory role in their respective schools through classroom visitation and how this influences teachers' job performance. The results of this analysis are presented in Table 8 below.

Table 8*Role of the Principal in Classroom Observation the N=56*

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Statement	SD %	D %	N %	A %	SA %	Mean	Std. Dev.
i. The principal regularly conducts classroom visits to ensure teacher content delivery is in line with the recommended syllabus	12 (21.4)	29 (51.8)	6 (10.7)	7 (12.5)	2 (3.6)	2.25	1.049
ii. The teachers in the school observe one another when teaching	13 (23.2)	31 (55.4)	3 (5.4)	6 (10.7)	3 (5.4)	2.20	1.086
iii. The principal checks on the teaching and learning aids used by the teacher	9 (16.1)	29 (51.8)	9 (16.1)	9 (16.1)	0	2.32	.936
iv. As a teacher I observe instruction time by punctuality	36 (64.3)	20 (35.7)	0	0	0	1.36	.483
v. After classroom observation, we discuss the results with the head teacher in view of improving the instructional practices	14 (25.0)	25 (44.6)	5 (8.9)	10 (17.9)	2 (3.6)	2.30	1.143

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The researcher sought to find out whether the teachers observe instruction time through punctuality to which all the teachers were in agreement. This contradicts the data received from students whereby 86% indicated that the teachers did not observe punctuality. From the interview guide the principals were of the opinion that with the new guidelines from TSC where students mark teachers' attendance register, many teachers were making an effort except for some few cases.

The teacher respondents were asked whether teachers in the school observe one another when teaching to which 79% disagreed. This shows that majority of the teachers rarely observed one another when teaching. Based on the overwhelming majority, it is safe to say that teachers in the school do not observe one another when teaching. This finding is validated by the view of students that teachers do not observe one another while teaching. This finding is in agreement with the principal interviewed in June (2018) who noted that:

Teachers are grown-ups who have gone through teacher training and some have been in the teaching profession for some time. This form of supervision should mainly be emphasized towards the teachers going through training during their teaching practice which can even be prolonged in cases where untrained teachers are not fully competent.

This contradicts the essence given to teacher supervision through classroom visitation whereby teachers observing other teachers in class can increase trust. It is also a means of participating in a professional and collaborative learning. Teachers

can benefit from that opportunity to engage in reflective dialogues about their work with a aim of improving students' academic achievement. According to the TSC (2015), teachers are supposed to assess their individual competencies and performance thus the need to affirm each other through peer observation. Being observed by another teacher also leads to teacher collegiality where the teachers can come up with suggestions about how to handle behavior problems portrayed by students as well as opportunities to share successful teaching approaches with the teacher observer.

On whether the principal make visits to classroom to observe teaching and learning, 73% were in disagreement. This results concur with that of the students who also disagreed that the principal conducts classroom visits to find out whether teachers' content delivery is in line with the recommended syllabus. This is also in conformity with the information received through the interview guide. A principal interviewed in July, (2018) had this to say:

At times I feel overwhelmed and cannot do much in classroom visitation because the TSC expects me to teach in class, attend to my administrative duties and other demands, which may arise on the line of duty.

This implies that indeed, the principals does not make visits to classroom to observe teaching and learning which is important for the supervisors to ensure that teachers' perform their duties as outlined in the contracts. This is likely to decrease teachers' job output. Panigrahi (2012) recommended that live observation of lesson presentation is the only way a principal can gain an insight into the quality of teaching and learning in the school.

The researcher sought to find out if principals check the teaching and learning aids used by the teacher and which 68% indicated that they did not. This is an indication that many of the participants are in disagreement that the principals check the teaching and learning aids used by the teacher. From the findings we discover that majority of the principals are not keen to check on the teaching and learning aids used by the teachers in the course of teaching. This finding is equally corroborated by that of students.

The teacher respondents were asked whether after classroom observation they discuss results with the principal in view of improving the instructional practices to which 70% of the teachers indicated tha they did not. From the data collected from the principals through the interview guide the principals expressed that they were overloaded by administrative work. Some felt that teachers are trained and are in a position to find out their areas of weaknesses and find ways of improving their work performance.

Checking of Professional Documents by Principals

The second research question aimed to find out how checking of professional documents by principals influenced teachers' job performance. Data was collected on a number of issues, as indicated in Table 9 below.



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Table 9*Role of the Principal in checking professional documents*

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Statement	SD %	D %	N %	A %	SA %	Mean	Std. Dev.
i. The time allotted for curriculum instruction is adequate	12 (21.4)	24 (42.9)	4 (7.1)	10 (17.9)	6 (10.7)	2.54	1.307
ii. The principal checks teacher's records of work from time to time	20 (35.7)	27 (48.2)	3 (5.4)	6 (10.7)	0	1.91	.920
iii. The principal ensures teachers cover syllabus for all subjects taught	26 (46.4)	27 (48.2)	3 (5.4)	0	0	1.59	.596
iv. The principal checks records of student's progress after each assessment	18 (32.1)	25 (44.6)	6 (10.7)	5 (8.9)	2 (3.6)	2.07	1.059

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According to data presented in Table 9, 95% of teachers disagreed that whether the principals ensure teachers cover syllabus for all subjects taught, based on this overwhelming majority, it is evident that most principals do not ensure that teachers cover syllabus for all subjects taught. Concerning the role of the principal in ensuring syllabus coverage, Principal No. 2 (July, 2018) observed that:

In most cases I supervise on teacher syllabus coverage through close follow-up from the HODs. I also get feedback on teachers' commitment from students through questionnaires issued to students for evaluation on instructional process, facilitating students 'barazas' where students share their opinions freely and through the suggestion box.

The data presented above also shows that 83.9% of teachers disagreed that the principal checks teachers' professional documents like records of work. The overwhelming majority is an indication that majority of the principals do not check teachers' records of work from time to time. The findings are in conformity with Principal No.3 (July, 2018), who remarked that:

Several teachers have many years of teaching experience and might therefore not see the need to prepare lesson plans since this is also a time consuming exercise and our teachers have a high workload since they are few as compared to the number of students, may be just for formality anyway. The teachers prepare lesson notes which they use while teaching.

The teacher respondents were asked whether the principals' check records of students' progress after each assessment, 77% were in disagreement. This implies that majority of the principals do not check records of students' progress after each assessment. From the interview guide principal No. 6 (July, 2018), expressed that it is the duty of teachers to monitor the students' progress by use of testing policy whereby after every sitting continuous assessment test, the teacher gets a record of all the students' performance and create time to discuss the scores with the students. This was in line with principal No. 3 (July, 2018) who also opined that the class

teachers were better positioned to follow up the students progress since they interact with them on a regular basis. The principal might not be able to know and attend to all the students in the school. From the result, there is an indication that majority of the principals do not monitor students' academic progress in the schools under study.

The teacher respondents were asked whether the principal ensures that the time allotted for all subjects is adequate, to which 64% disagreed. This is a strong indication that principals do not make sure that time allocated for all subjects is adequate. This is likely to decline the job output of the teachers in their respective subjects. Principal No. 1 (July, 2018) commented that:

The government prolonged the time for mid-term break, third term was shortened for the form ones' to three and did not reduce the content of the curriculum. The government does not allow remedial classes which could have helped to cover the syllabus especially in among the day scholars.

This finding is in contrary with the Teachers Service Commission (2015), which recommends that principals must check the teaching standards in reference to records of work covered, schemes of work, lesson plan, lesson notes and records of students' progress. Further, the study carried out by Sule (2012) on teachers' record keeping as related to teachers' job performance in Cross River State Secondary Schools in Nigeria had similar finding where it was established that principal's inspection of teachers' keeping of records influenced teachers' job performance.

The above finding is also in line with that of Aseka (2016), who sought to investigate the influence of the instructional supervision practices of the head teachers on the job performance of teachers in Lang'ata Sub - County, Nairobi County, public primary schools. Similarly, the study established that the way teachers perform their work is attributed to the head teachers' supervisory practices such as classroom observation and checking professional records. The frequency of head teachers checking the work records of teachers gave them the opportunity to have a foresight of the delivery of teachers and the early intervention needs of pupils.

Conclusion and Recommendations

The study established that majority of the principals do not make regular visits to classroom to observe teaching and learning and to ensure teacher content delivery is in line with the recommended syllabus. They also do not check on the teaching and learning aids being used by the teachers. Regular classroom visits was found to be an effective way of ensuring that teachers do not only attend classes but also teach as is required and ultimately increase teachers' job output.

Similarly, the study noted that most teachers do not observe one another in class in the schools under study as a way of reinforcing supervision and improving teachers' job performance. The study also established that majority of teachers don't use teaching and learning aids during the lesson, which is an important aspect of instructional process, intended to make concepts clearer. The study noted that most teachers do not observe instruction time through punctuality which is an important attribute in enhancing teachers' job output. The principals of the secondary schools were also found to lag behind in making effort to discuss results with the teachers



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concerned with the aim of improving their instructional practices.

From the study findings, the principals need to monitor students' academic progress in the secondary schools under study through checking of teachers' professional documents. Principals also should take time to check students' assignment and continuous assessments scripts to ensure regular marking takes place. This is an assurance that students are tested and feedback given. Principals also should make sure that time allocated for all subjects is adequate which not only ensures that teachers cover syllabus for all subjects taught but also improves teachers' job output.

The study recommends that the principals should carry out regular classroom visits to ensure quality teaching, learning and content delivery in line with recommended syllabus. They should make effort to discuss results of supervision with the teachers concerned with the aim of improving their instructional practices. Principals should ensure there are enough teachers for all subjects to distribute workload evenly. They should promote discipline to the students especially through guidance and counseling. Principals should ensure there are adequate teaching and learning resources and also find a way of fundraising to complement government efforts in provision of teaching and learning resources as well as facilities.



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