

EFFECTS OF PRINCIPALS' SUPERVISION PRACTICES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KATHIANI SUB-COUNTY

Mutua, Mary Mbithe¹, Kimiti, Richard Peter² (PhD) & Koech, Peter Kibet³ (PhD)

¹Postgraduate Student, Machakos University

²Associate Professor-Machakos University

³Lecturer, Machakos University

University Email: prickimiti@mksu.ac.ke /drkibet@mksu.ac.ke

Corresponding author: mutuamary@42gmail.com

Paper Received On: 25 JAN 2022

Peer Reviewed On: 31 JAN 2022

Published On: 1 FEB 2022

Abstract

Supervision is the process of administration which involves the push to manage everyday activities of people working in the school system. Principals facilitate the implementation of the various sets of instructional activities geared towards an effective and qualitative educational system that improve the teaching-learning situation. The objective of the study was to examine the effect of principals' supervision practices on teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya. The study utilized a descriptive research design. The target population consisted of 32 principals and 107 teachers who were drawn from the 32 public secondary schools in the Sub-County. Questionnaires and interviews were used as data collection instruments. The study findings show that principals' supervision practices and teachers' job performance have a positive and significant relationship. The principal supervision practices that improved teacher job performance are supervision of teachers work plan, monitoring teachers on punctuality to class, tracking teachers on preparation of instructional documents and, overseeing teachers on matters related to curriculum and teaching methods. The study recommends that principals should ensure that they create a friendly environment so that they have a great relationship with the teachers which would boost communication both top-down and bottom-up. This would ensure that teachers are free to raise any underlying issues and also give insights to improve their relationship.

Keywords: Job performance, public secondary schools and supervision practice



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

1.0 Introduction

Supervision is the process of administration which involves the push to manage everyday activities of people working in the school system (Adeyemi, 2010). Igwe (2001) avers that to supervise means to direct, oversee, guide or to make sure that the expected guide or the expected standards have been met. The present-day emphasis among educational practitioners from all over the world is the provision of supervisory practices in the teaching and learning system (Aldaihani, 2017). Adesina (2010) observes that the leader is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance. Thus, principals facilitate the implementation of the various sets of instructional activities geared towards an effective and qualitative educational system that improve the teaching-learning situation.

Supervision is essential for teachers' job performance because it offers the professional support and guidance that enables them perform at their best. Supervision is instructional leadership whose aim is ensuring quality learning in the school. Instructional supervision is concerned with teachers teaching and students learning in the classroom (Okumbe, 2009). Supervision of learning enables the principal to monitor the performance of his teaching staff with the aim of enhancing productivity. The teachers are increasingly availed the opportunity to become better. It is a process of stimulating growth and excellence in teaching with resultant quality and excellent grades for the students. Leigha (2010) in his study findings posits that the modern supervisor is a friend to the teacher, a counselor, an energizer, a colleague, partner in progress and helper. This is exhibited by the principal who is committed and experienced with the goal of portraying instructive strategies or methodologies for the teachers to take up.

School principals are responsible for supervision of teachers with an aim of ensuring that school objectives are achieved through effective teaching and efficient learning. In this regard, the principals assist teachers in refining their competencies essential for better teaching of the disciplines (Heaton, 2016). School principals with better supervision take feedback and then further guide and move teachers towards desired work and objectives (Zepeda, 2014). Supervisory techniques help in achieving teachers' better performance and this can be accelerated through supervision practices for example; visiting classrooms, appraising, and workshops/seminars (Obi, 2004). Effective supervision is the process by which the principal is responsible for providing a link between individual teacher needs and

organizational goals so that individuals within the school can work as a team to achieve set targets (Kerio, 2012).

As stated by Hornby (2006), teacher job performance encompasses the teacher's role of teaching pupils in and outside the classroom. The key aspects of teaching involve the use of instructional materials, teaching methods, preparation of professional documents and guiding the learners. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners in and outside the classroom (Owala, Odongo & Raburu, 2016). The Ministry of Education Science and Technology, [MOEST] (2005), identified teachers as one of the most important inputs to the education system. The efficient administration and utilization of this resource therefore remains critical to the quality of learning outcomes (Nilsen & Gustafsson, 2016).

Statement of the Problem

Statistics in Kathiani Sub-County show that most of the secondary schools have recorded a mean score below 4.5 in KCSE between 2015 and 2019 except in 5 schools with a mean score above 4.5. This is a reflection of poor teacher job performance owing to ineffectiveness of principals to execute their duties through provision of supervision practices.

Objective of the Study

The objective of this study was to examine principals' supervision practices and their effects on teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya.

2.0 METHODOLOGY

Research Design

This study used a descriptive survey design. According to Orodho (2005) descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. This design was appropriate for this study due to its ability to obtain a wide range of baseline information.

Location of the Study

The study was carried out in Kathiani Sub- County, Kenya. Kathiani Sub-County is 37.3313° east, and 1.4117° south. The sub-county is in Machakos County about 83.9km from Nairobi, the capital city of Kenya. The Sub-County borders Makueni County to the South, Machakos Central Sub-County to the West, Mavoko Sub-County to the North West, Matungulu Sub-County to the North, Kangundo Sub-County to the North East and Mwala

Sub-County to the East. The region is highly productive in agriculture. Subsistence agriculture is mostly practiced with maize and beans. Fruits and vegetables are also grown in this Sub-County. Large amounts of produce are traded during open air markets within the Sub-County.

Target Population and Sampling Technique

The target population consisted of 32 principals and 107 teachers who were drawn from the 32 public secondary schools in the Sub-County. Stratified random sampling was used to sample the teachers and a census to select all the principals. The schools were stratified into four sub-sectors as per the school category classification which includes; national schools, extra-county schools, county schools and sub-county schools. The number of teachers selected from each category was established by calculating the percentage proportion of the entire population.

According to Mugenda and Mugenda (2003), a sample size of 10-30% is good enough if well-chosen from the population. The study selected 30% teachers of the percentage target population. This implies that 3 teachers were selected from the National School, 3 teachers were selected from the Extra- County schools, 17 teachers were selected from County schools and 84 teachers were selected from the Sub-County schools. The teachers were selected using random sampling which eliminated sampling bias.

Research Instruments

This study used primary data which was collected using questionnaires and interview schedules. Both open and closed questions were used to obtain information based on the study variables. Questionnaires were applied to the teachers while interview schedules were applied to the principals.

Validity and Reliability of Research Instruments

The researchers selected three public secondary schools in Kathiani Sub-County to pilot the study instruments. The pilot study helped the researchers to note the weaknesses and inconsistencies of the study instruments. Errors noted were corrected to make them reliable. The study utilized both context and content validity. Context validity was achieved by structuring the research instruments into sections as per the research objectives. This ensured that questions about a particular objective are in one section. The researchers also sought the opinion of experts, in the Graduate School/School of Education, to establish the content validity of the research instrument.

To ascertain the reliability of the research instruments, the researcher administered questionnaires and interview schedules to three schools in the Sub-County. Split-half technique of reliability was employed, whereby the pilot questionnaires and interview schedules were administered. Reliability coefficient of 1.00 or close to 1.00 = no error. This meant that 0.9 and above to 1.00 = to excellent reliability, 0.8 to 0.7 = acceptable and as the coefficient tends to go towards zero (0.00) then there is much error (Bodgan & Biklen, 2007). The correlation coefficient established was between 0.70 and 0.80 for all the research questions. This means that the research instruments could be relied upon in this study.

Data Collection Procedures

The researchers started by obtaining all the required documents and permits for data collection. The researchers then proceeded to administered the questionnaires/interviews in person using a drop and pick method for questionnaires to avoid wastage and non-compliance as well as losses.

Data Analysis

The data collected was both quantitative and qualitative in nature. Quantitative data was analyzed through descriptive and inferential statistics. The descriptive statistics included frequencies and percentages while the inferential statistics included the Spearman-Brown correlation. The Statistical Package for Social Sciences (SPSS) version 27 was utilized in running the analysis. The quantitative data was presented inform of pie charts, bar graphs and tables to make meaningful conclusions. On the other hand, qualitative data was analyzed using content analysis and was presented in continuous prose.

3.0 RESULTS OF RESEARCH

Supervision Practices and Teacher Job Performance in Public Secondary Schools

Data was gathered from the principals and teachers. The results of the study showed that most teachers (50.5%) stated that their principal ensures control of teachers' supervision work plan always while 38.4% stated often, 10.1% stated sometimes and the rest 1% stated rarely. On the aspect of the principal monitoring teachers on punctuality to school and class, 54.5% of the teachers stated that the practice was always conducted, 38.4% stated that it was done often, 6.1% stated that it was done sometimes while only 1% stated that it was done rarely. With regard to the practice of the principal's tracking on teachers on preparation of instructional documents the study shows that 53.5% of the teachers stated that it was done always, 37.4% stated that it was done often, 6.1% stated that it was done sometimes, 2.0%

stated that it is was rarely done while only 1% stated that it was never done. On the aspect of the principal’s overseeing teachers on matters related to the curriculum and teaching methods, the results demonstrate that 48.5% of the teachers stated that it was done always, 37.4% stated that it was done often, 12.1% stated that it was done sometimes while only 2% stated that it was never done. A summary of these findings is presented in table 1 below

Table 1: Effects of Principal Supervision Practices on Teacher Job Performance

Statement	Never	Rarely	Sometimes	Often	Always
My principal ensures control of teachers’ supervision work plan	(0) 0.0%	(1) 1.0%	(10) 10.1%	(38) 38.4%	(50) 50.5%
My principal monitors teachers on punctuality to school and class	(0) 0.0%	(1) 1.0%	(6) 6.1%	(38) 38.4%	(54) 54.5%
My principal tracks teachers on preparation of instructional documents	(1) 1.0%	(2) 2.0%	(6) 6.1%	(37) 37.4%	(53) 53.5%
My principal oversees teachers on matters related to curriculum and teaching methods.	(2) 2.0%	(0) 0.0%	12.1%	(37) 7.4%	(48) 48.5%
My principal evaluates the outcome of instructional activities.	(0) 0.0%	(3) 3.0%	(10) 10.1%	(42) 42.4%	(44) 44.4%
My principal audits reports from HODs on syllabus coverage.	(0) 0.0%	(3) 3.0%	(9) 9.1%	(38) 38.4%	(49) 49.5%
My principal instructs class secretaries to mark teachers who attend lessons and those who fail.	(0) 0.0%	(0) 0.0%	(1) .0%	(15) 15.2%	(83) 83.8%

On the aspect of the principal evaluating the outcome of instructional activities, the study demonstrates that 44.4% of the teachers stated that is was done always, 42.4% stated that it was done often, 10.1% stated that it was done sometimes while only 3% stated that it was rarely done. On the aspect of the principal’s auditing of reports from HODs on syllabus coverage, the results illustrate that 49.5% teachers stated that it was done always, 38.4% stated that it was done often, 9.1% stated that is was done sometimes while only 3% stated that it was rarely done. Finally, the study reveals that 83.8% of the teachers stated that is was always done, 15.2% stated that it was often done, while 1% stated that it was done sometimes in respect to principal’s instructions to class secretaries to mark teachers who attend lessons and those who fail to attend.

The researchers also interviewed principals to examine the effect of principals' supervision practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The responses from the interview with the principals supported the findings from the teachers as they stated that they conduct various supervision practices which were similar to what the teachers alluded to. These supervision practices included checking/supervising work plans, monitoring teachers' punctuality in school and in class, audit reports from HODs on syllabus coverage, track teachers on preparation of instructional documents, evaluating the outcome of instructional activities, result analysis, lesson observation, oversee teaching on areas related to curriculum and teaching methods. However, some noted that they encountered some challenges which hindered the supervision practice. This included unavailability due to tight work schedule and lack of collaboration by the teachers whereby they fail to adhere to the recommended procedures.

Teachers' Job Performance

The study also sought to establish the status of the teachers' job performance. Data was gathered from the principals and teachers. Results showed that 90.9% of the teachers agreed that they strive to cover the syllabus within the stipulated timeline, 93.0% of the teachers agreed that they use the recommended instruction materials and resources when teaching, 89.9% stated that they are keen to notice the strengths of specific students and guide them to choose the right subjects while another 89.9% pointed out that they ensure that they are punctual to school and to classes. Further, the study shows that 87.9% of the teachers reported that they have a great record keeping culture, 91.9% of the teachers agreed that they uphold good work ethics and do not entertain immoral behaviour with students while 95.9% of the teachers posited that they keep updated registers of students' class attendance.

The principals gave responses with regard to the teachers' job performance. The principals stated that use of instructional supervision practices impacted on teachers' job performance. This was in the form of improved performance index among the students', adoption of better methodology which improved students' mindset in learning, increased students' participation in class, improved teachers' motivation to teach as most challenges that they experience while teaching have been addressed, cultivation of team work which enhances knowledge sharing among teachers, effective communication with teachers and cultivation of good interpersonal relationship with teachers.

The principals further reiterated that the instructional practices kept teachers on toes as they have targets to meet within set timelines, through supervision teachers become confident and responsible. They also pointed out that learners are exposed to materials and general improved performance for both teachers and students, there is timely syllabus coverage leaving ample time for revision especially for candidates, efficient classroom delivery and time keeping, aided in close monitoring of students who have failed and helped to reduce burnout among teachers.

Discussion of Findings

Results show that most of the teachers' responses to the questions on their principal's supervision practice were often and always. However, there were a small proportion of teachers who felt that principal's supervision practice was poor in the sense that it was never conducted, rarely conducted or conducted very few times. This shows that the principals ought to improve on how they conduct the supervision practice as it impacts on teacher job performance. The lack of supervision practices impacted negatively on the teacher job performance of the teachers and the performance of the students by extension. On the part of the principal, this finding implies that some principals were not aware of supervision methods, were absent from the work place, were busy in other administrative duties or did not bother with what happened during curriculum implementation in their stations. These findings concur with those of Baker (2010) who conducted a study in the United States of America (USA) on the influence of instructional supervision on teacher retention. The study concluded that principals help teachers to fulfill their role through effective instructional supervision and evaluation systems improve instruction; hence improved overall student achievement. Consequently, implementation of effective instructional supervisory practices is fundamental in empowering teacher's instructional capacities.

The principals stated that they conduct various supervision practices. These supervision practices included checking/supervising work plans, monitoring teachers' punctuality in school and in class, audit reports from HODs on syllabus coverage, track teachers on preparation of instructional documents, evaluating the outcome of instructional activities, result analysis, lesson observation, oversee teaching on areas related to curriculum and teaching methods. These findings agree with those of Ghavifek and Ibrahim (2014) who did a study on the principal supervisory role and how it affects the teachers' job performance of secondary school teachers in Kuala Lumpur, Malaysia. The findings indicated that there is a

significant relationship between teacher's perception on the supervision role of the principals and improving teachers' job performance from various aspects of teaching practices, professional competencies and motivation. The findings also concur with Wabuko (2016) who investigated the influence of principal supervisory practices on teachers' job performance in public secondary schools in Lang'ata Sub County in Nairobi County. The study revealed that a principal who consistently conducts lesson observation and hold model teaching sessions with teachers significantly influence teacher job performance and hence students' performance.

Results also show that most of the teachers' responses to the questions on teacher job performance were positive in the sense that they agreed with the statements on teacher job performance. However, there were a small proportion of teachers who were in disagreement. The implication of the results is that the ability of the principals to conduct the administrative practices effectively impacts on teachers' job performance positively. However, the scenario could be different since all the teachers did not agree which means there are teachers who fail to fulfill their obligations as stipulated. These findings are congruent with the assertions of Sergiovanni and Starratt, (2007) who averred that the concern of instructional supervision practices by the school head is to improve schools and students' achievements by helping teachers to deliver adequately in their role performance. These findings are also concurring with the assertions of Wildman (2015) who noted that performance is about encompassing all sorts of activities to be done for gaining certain outcomes and set targets whereby effective and efficient teaching demands for supreme administrative practices by the school principals. Further, the results showed that principal supervision practices affected teacher job performance positively. These findings are also in agreement with those of Aseka (2016) who sought the influence of headteachers' instructional supervision practices on teachers' job performance in public primary schools in Lang'ata sub county, Nairobi Kenya. The findings revealed that teacher performance is significantly influenced by head teacher who consistently conduct lesson observation and hold model teaching lessons with teachers. Teacher's job performance was significantly influenced by head teachers conducting classroom visitation, observation and checking of teacher's professional documents.

Conclusions

The study concluded that principals' supervision practices have a positive effect on teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya. The specific

aspects of principal supervision practices that improved teacher job performance are supervision of teachers work plan, monitoring teachers on punctuality to school and class, tracking teachers on preparation of instructional documents, overseeing teachers on matters related to curriculum and teaching methods, evaluation of the outcome of instructional activities, auditing reports from HODs on syllabus coverage and instructing class secretaries to mark teachers who attend lessons and those who fail.

Recommendations

The principals should ensure that they create a friendly environment so that they have a great relationship with the teachers which would boost communication both top-down and bottom-up. This would ensure that teachers are free to raise any underlying issues and also give insights to improve their relationship hence performance.

References

- Adesina, O. (2010). *Some Aspects of School Management*. Lagos: Education Institutions.
- Adeyemi, T. O. (2010). Predicting students' performance in senior & Junior Secondary Certificate Examination in Ondo State Nigeria. *Humanity and Social Science Journal*. 3 (1), 26-360.
- Aldaihani, S. G. (2017). Effect of prevalent supervisory styles on teaching performance in Kuwaiti high schools. *Asian Social Science*, 13(4), 25-36.
- Aseka, M. T. (2016). Influence of head teachers' instructional supervision practices on teacher's job performance in public primary schools in Langata Sub-County, Nairobi Kenya. Retrieved from <http://repository.uonbi.ac.ke/xmlui/bitstream/handle/11295/97434/aske%0melisa%20tongola%20wabuko%20final%0project%20pdf?sequence=1&isAllo wed=y>.
- Babbie, E. (2004). *Laud Humphreys and research ethics*. *International journal of sociology and social policy*.
- Ghavifeki, S. A. & Ibrahim, M. F. (2014). Heads of Department instructional supervisory role and teachers job performance: Teacher perception in Kuala Lumpur, Malaysia. *Asian Journal of Social Sciences and management studies*, 5(3),57-62.
- Heaton, T. L. (2016). *Handbook of instructional leadership in secondary schools*. Retrieved from <http://digitalcommons.cedarville.education/presentation/280.8>, 48-74.
- Igwe, S. O. (2001). Supervision, Evaluation and quality control in Education in Nwagwu, N.A. *Current Issues in educational Management in Nigeria*. *International Journal of Advanced Research and Publications* 2 (1).
- Leigha, M. B. (2010). *Teacher supervision and inspection*. Owerri: Job press.
- Mankoe, J. O. (2007). *Educational administration and management in Ghana (2nd ed.)*. Kumasi: Payless Publication Limited.
- Nilsen, T., & Gustafsson, J. E. (2016). *Teacher quality, instructional quality and student outcomes: relationships across countries, cohorts and time (p. 166)*. Springer Nature.
- Obi, E. (2004). *Issues in Educational Administration*. Enugu: Empathy International.
- Orodho, J. A. (2005). *Elements of Education and Social Sciences research methods*. Nairobi: Masola Publishers.

- Owala, Z. M., Odongo, B., & Raburu, P. A. (2016). *Motivational factors influencing teachers job performance in pre-school centres in Kenya. International Journal of Innovative Research & Development* 5 (5), 122.
- Sergiovanni, T. J., and Starratt, R. J. (2007). *Supervision: A redefinition (8th ed.)*. New York: McGraw-Hill Companies Inc.
- Wabuko, Z. O. (2016). *Influence of Head teachers' instructional supervision practices on Teacher Job Performance in Public primary Schools in Langata Sub-County, Kenya. Unpublished Med Thesis, University of Nairobi.*
- Wildman, R. H. (2015). *A phenomenological study of high school teachers' motivation as related to teacher performance management (doctoral dissertation)*. Walden University, Minnesota, USA.