

Principal's Instructional Supervision and School Academic Achievement in the Kenya Certificate of Secondary Education Examination in Siaya County, Kenya

Janerose Mang'eni ¹, Manasi Echaune ², Edwin Masibo³

¹Teacher, Teachers Service Commission

²Lecturer, Kibabii University

³Senior Lecturer, Kibabii University

DOI: 10.29322/IJSRP.12.02.2022.p12228

<http://dx.doi.org/10.29322/IJSRP.12.02.2022.p12228>

Abstract: Principals of secondary schools have the greatest potential to initiate and sustain quality education by providing instructional leadership in their schools. However, Secondary School academic achievement in Siaya County has not been satisfactory in the recent years. This study sought to establish the relationship between principal's instructional supervision and school academic achievement in the Kenya Certificate of Secondary Education examinations. The study was based on Couriers leadership model. The study adopted a correlational research design. The target population was 1606 respondents comprising of 146 principals and 1460 teachers in Siaya County. The sample size was 292 principals and teachers. Simple random sampling was used to determine the principals and teachers who participated in the study. Data was collected using self-administered questionnaires. Content validity was determined through piloting the instruments in two public secondary schools not included in the sample schools while reliability was determined through test-retest measures for consistency. The data collected was coded and analysed using the Statistical package for Social Sciences version 25. Quantitative data was analysed using both descriptive and inferential statistics. Descriptive statistics entailed the use of frequencies, means and percentages. The hypotheses were tested using Pearson's Moment Correlation and logistic. The study established a significant relationship between secondary school principal's instructional supervision and school academic achievement in the Kenya Certificate of Secondary Education examinations in Siaya County, Kenya.

Key Words: Academic Achievement, examination Instructional Supervision, Principal, Secondary

1.0. INTRODUCTION

The participation of principals in instructional supervision is primarily vital. According to Sergiovanni (2009), principals are in a position to observe both the instructional activities of the teachers and the learning activities of the students. However, the principal is expected to impart knowledge to the teacher who then transfers it to the students. Instructional supervision takes place when principals monitor teachers, visit classrooms and collect data about the teachers' presentations and then meet with the teachers to give feedback by aligning the teacher's needs to professional development (DiPaola & Hoy, 2008; Oliva & Pawlas, 2004; Sullivan & Glanz, 2005; Zepeda, 2012). As principals routinely visit the classrooms to provide training and comments, they engage in developmental supervision (Hinchey, 2010; Matthews & Crow, 2010). The importance of teamwork and collaboration provides opportunities for principals to build academic capacity and collaborative leadership, which in turn improves teaching and increases students learning outcomes.

Ayeni (2010) found out that instructional supervision roles executed by supervisors are many and may include; observing teachers during lessons and ensuring adequate lesson preparation work is done. Glickman, Gordon & Ross-Gordon, (2009) are also of the same view that supervision requires technical expertise and supervisors who participate in curriculum delivery provide the expertise needed

in guiding teachers in teaching and learning. Glickman *et al.*, (2009) further point out that different supervisory practices derived from the supervisors own philosophies and beliefs should be used by the supervisors. Sergiovanni and Starratt (2002) also acknowledge that the choice of a particular supervisory practice could depend on the unique characteristics of the teachers as well as the school background. It could be argued that teachers' and principal's perceptions on the importance of supervisory functions are related as it is all about supporting and promoting teaching.

Policymakers and policy practitioners believe that instructional leadership is a key factor in making effective schools (Hallinger, 2011) because the concept of instructional leadership (Hallinger, 2003; Hallinger, Taraseina, & Miller, 2010) is based on effective school research, implementation of change and school improvement conducted in various countries by Edmonds (2012), Leithwood et al. (2005), Heck et al. (2005) and Rutter et al. (2009). In this regard, the practice was also emphasized by the Ministry of Education (MOE) in the school leaders to ensure excellence in schools. The Malaysian Quality Standards introduced by the Inspectorate and Quality Assurance stipulates that principals in Malaysian schools serve as instructional leaders, principals leading the implementation of the curriculum and creating a learning environment that encourages the adoption of learning culture among students (2010). In the Malaysian Education Quality Standards wave 2 (KPM, 2017), the role of principals as instructional leaders is still emphasized in spearheading instructional activities at schools in ensuring the success of all the three waves in the Malaysia Education Blueprint 21st-century 2013-2025. Hoy and Hoy (2003) reinforce the importance of instructional leadership by stating that the main function of the school is to be related to the teaching and learning process, while the other is the second any aspect. As such, being instructional leaders, principals need to prioritize action to improve the quality of teaching and learning which the main thrust of the school is.

Gentry (2010), in a study of the problems high school principals in the state of Georgia, USA encounter with instructional supervision reported that the principals consistently agreed that time constraints and unanticipated disturbances discouraged their endeavours to effect significant teacher supervision. Research also indicates that teachers do not always voluntarily accept the instructional supervision done by the principals. For example, findings in Gentry (2010) study show that none of the principals studied understood that teachers viewed supervision by principals as a positive process, and instead the principals felt that for many teachers, instructional supervision had little value to them other than the completion of their evaluation forms and was therefore a meaningless exercise.

Sidhu and Fook (2010) study aimed at uncovering the perception of principals of elementary schools in Malaysia and gathered that principal's perception and knowledge of educational supervision patterns was limited; for the majority of them were unable to know the differences between evaluating the teacher and supervising him. The study showed a non-existence of connection between points of view of principals and teachers in what concerns the educational supervision process. The study also certified the necessity of school principal's concern about a number of issues related to supervision before obtaining the desired benefit from it as represented in reinforcing the learning of students in Malaysia basic schools. Moreover, current studies reveal that new teachers' awareness of the quality of instructional supervision develops into a sense of dissatisfaction and they form an undesirable attitude toward the supervision process (Choy, Chong, Wong & Wong, 2011). Studies also reveal that supervisory practices, processes and the ability of supervisors to improve the worth of teachers and the achievement of learners are unskilled (Chanyalew, 2005; Million, 2010). Factors that hinder successful supervisory activities could be addressed in order to infuse new ideas in the teaching-learning process. Communicating and creating awareness among teachers and supervisors about the impartiality of school based supervision and learning outcomes can make instructional supervision professional and consequently improve teaching and learning activities.

Wanzare (2012) conducted a study concerning instructional supervision practices and processes in secondary schools in Kenya and

revealed that teachers alleged that some instructional supervisors often used classroom observations as instances to exhibit the shortcomings of the teachers and as fault-finding exercises intended at getting teachers on the wrong and consequently, teachers did not get help from the classroom observations and yet principals should provide instructional support by monitoring the teachers' work. Nonetheless, The Wallace Foundation (2011) found a great gap between effective and ineffective principals. Effective principals were able to provide support by having on-going and informal connections with teachers all year round; they did not wait for the end of year formal assessments to deliver feedback to their staff. Though effective and non-effective group of principals confirmed that they regularly visited classrooms, effective principals were able to make more regular and unprompted observations of classroom instruction and consequently were able to provide direct and immediate feedback and in turn were able to help improve their teachers' performance in instruction, whether the teacher was a beginner or an old-timer (Louis, Wahlstrom, Leithwood & Anderson, 2010). In comparison, ineffective principals still observed teachers in the classroom visits, but rarely provided feedback to teachers (Louis, *et al.*, 2010). According to Kamindo (2008), investigation of instructional supervisory literature reveals that explanations and understandings of instructional supervision are many and also of varied views and sometimes conflicting. The focus, purpose and practices differ across different instances as a result. As noted in the earlier discussions, in order to achieve the desired goals in instructional supervision, principals must be competent enough because the value of supervision is heavily dependent upon the competencies of the principals as the supervisors. It is in this regard, that the approaches and skills of principals as instructional supervisors investigated may lead to improved supervision of instruction and thus resulting in better students' achievement.

1.1. Research Hypothesis

The following hypothesis was constituted: **H₀** There is no statistically significant relationship between principals' instructional leadership styles and school KCSE performance in Siaya County.

2. RESULTS AND DISCUSSION

2.1. The objective of the study sought to establish the relationship between principals' instructional supervision and secondary school academic achievement in KCSE examinations in Siaya County.

2.1.1 The descriptive statistics of the independent variables being tested in the first objective are described.

Table 1 presents the description of principal allows teachers and students to participate in decision making as reported by teachers.

Table 1. Principal allows teachers and students to participate in decision making in school

	Freq.	Percent	Cum.
0=Not at all	1	2.92	2.92
1=very small extent	16	5	7.92
2=small extent	33	11	18.92
3=medium extent	81	26.9	45.82
4=large extent	126	42.5	88.32
5=very large extent	35	11.68	100
Total	292	100	

Table 2 shows that majority of the teachers 126 (42.5%) were of the opinion that principals allowed teachers and students to participate in decision making to a large extent. As to whether principals allowed teachers and students to make own decisions, the results that are shown in table 2 suggest that majority of the teachers, 67 (30.6) reported that the principal allowed teachers and students to make their own decisions on very large extent.

Table 2. The principal allows teachers and students to make their own decisions

	Freq.	Percent	Cum.
0=Not at all	47	16	16
1=very small extent	14	4.6	20.5
2=small extent	64	21.9	42.5
3=medium extent	38	13.2	55.7
4=large extent	40	13.7	69.4
5=very large extent	89	30.6	100
Total	292	100	

Table 2 shows that majority of the teachers 89 (30.6%) reported that supervision style applied by the principal enhances academic performance

Table 3. The supervision style applied by the principal enhances academic performance

	Freq.	Percent	Cum.
0=Not at all	13	4.6	4.6
1=very small extent	2	0.5	5
2=small extent	40	13.7	18.7
3=medium extent	104	35.6	54.3
4=large extent	60	20.5	74.9
5=very large extent	73	25.1	100
Total	292	100	

Table 3 indicates that a large proportion of the teachers who participated in the study, 73 (25.1%) were of the opinion that the supervisory style of the principal motivates staff to a large extent.

Table 4. The supervisory style of the principal motivates staff

	Freq.	Percent	Cum.
0=Not at all	55	18.7	18.7
1=very small extent	34	11.9	30.6
2=small extent	31	10.5	41.1
3=medium extent	27	9.1	50.2
4=large extent	73	25.1	75.3
5=very large extent	72	24.7	100.0
Total	292	100.0	

On whether the principal applies supervisory styles that enhance teamwork, the results shown in table 4 suggest that majority of the teachers, 71 (32.4%) reported that it this supervisory styles enhanced teamwork to a large extent.

Table 5. The principal applies supervisory styles that enhances teamwork

	Freq.	Percent	Cum.
0=Not at all	37	16.9	16.9
2=small extent	22	10.0	26.9
3=medium extent	40	18.3	45.2

4=large extent	71	32.4	77.6
5=very large extent	49	22.4	100.0
Total	219	100.0	

2.1.2 Pair-wise correlation matrix between the outcome and predictor variable being tested on objective

Table 5 presents the correlation matrix between the outcome variable and the predictors in objective at $\alpha = .05$

To allow the study to conduct spearman correlations, the variables were first transformed into dummies. The independent variables used in the correlation analysis were transformed into dummy variables where; 1=not at all and 0= very large extent.

Table 6. Pair-wise correlation between the outcome and predictor variable being tested on objective

	alz	var4a	var4b	var4c	val4d	val4e
alz	1.0000					
	0.0231	1.0000				
	0.0581					
Principal gives room for teachers or students to make their own decisions	0.0565 0.0130	-0.8772 0.0000	1.0000			
Supervision styles applied by the principal have influenced academic achievement positively	0.1592 0.0021	0.1343 0.5724	-0.2732 0.2439	1.0000		
Supervision styles applied by the principal have enhanced motivation among teachers	0.0057 0.000	0.7423 0.0002	-0.7067 0.0005	0.4086 0.0736	1.0000	
Supervision styles used by the principal has enhanced team work influencing good academic achievement in the school	0.1852 0.0142	-0.6159 0.0038	0.6417 0.0023	-0.2406 0.3068	-0.8511 0.0000	1.0000

The results shown in table 6 indicate that variable 4a was the only one having no significant correlation with the outcome variable at $\alpha = 0.05$, thus the researcher failed to reject the null hypothesis stating that "there is no relationship between the “principal allows teachers and students to participate in decisions and school academic achievement.

2.1.3 Modelling the Effect of Principals’ Instructional Supervision and School academic achievement in KCSE examinations in Siaya County

The study sought to determine the effect of the principals’ instructional leadership style on school KCSE performance. The null hypothesis being stated was; H_0 : There is no statistically significant relationship between principals’ instructional leadership styles and school KCSE performance in Siaya County. Multinomial logistic regression was performed to test hypothesis of the study. Table 7 presents the model fitting information. The results presented in table 7 shows that the -2log Likelihood statistics for the final model was 184.758 which was lower than that of the intercept only of 355.758. This statistic measures how best the model explains the variables under investigation.

Table 7 presents the model fitting information.

Model	Model Fitting Criteria	Likelihood Ratio Tests		
		Chi-Square	Df	Sig.
Intercept Only	-2 Log Likelihood 355.281			
Final	184.758	170.523	20	.000

Table 8 shows the Cox and Snell or Nagelkerke R^2 which is an analogous statistic in logistic regression to the coefficient of determination R^2 in linear regression, but not close analogy. The model summary provides some approximation of R^2 statistic in logistic regression. Cox and Snell’s R^2 attempts to imitate multiple R^2 based on likelihood.

Table 8. Shows the Cox and Snell or Nagelkerke R^2

Cox and Snell	.541
Nagelkerke	.617
McFadden	+.371

The result of Cox and Snell R^2 shown in table 8 suggests that 54.1% of the probability of school performance being average or below average compared to above average is explained by the four explanatory variables being investigated

Table 9. Likelihood Ratio Tests

Effect	Model Fitting Criteria	Likelihood Ratio Tests		
		-2 Log Likelihood of Reduced Model	Chi-Square	Df
Intercept	184.758 ^a	.000	0	.
Var.4b use of modern technology	264.274	79.517	4	.000
Var.4c electronic monitoring of curriculum implementation	185.823	1.065	4	.900
Var.4d frequent testing of learners	213.995	29.237	4	.000
Var.4e relevance of tools used in monitoring learners progress	201.658	16.900	4	.002

The chi-square statistic is the difference in $-2 \log$ -likelihoods between the final model and a reduced model. The reduced model is formed by omitting an effect from the final model. The null hypothesis is that all parameters of that effect are 0. This reduced model is equivalent to the final model because omitting the effect does not increase the degrees of freedom. In conclusion, the study established a significant relationship between secondary school principals' leadership styles and school academic achievement in Kenya Certificate of Secondary Education Examinations in Siaya County, Kenya. A similar finding was established by Zepeda and Kruskamp (2007) in their case study of Lincoln North High School. However, Wiles and Bondi (2004); DiPaola and Hoy (2008) had slightly different results whereby the mode of communication with teachers and learners was more important than the leadership style.

3. CONCLUSION

This study sought to establish the relationship between secondary school principals' leadership styles and school academic achievement in Kenya Certificate of Secondary Education Examinations in Siaya County, Kenya. In conclusion, the study established a significant relationship between secondary school principals' leadership styles and school academic achievement in Kenya Certificate of Secondary Education Examinations in Siaya County, Kenya

References

1. Ayeni, A.J. (2010). *Teachers' Instructional Task Performance and Principals' Supervisory Roles as Correlates of Quality Assurance in Secondary Schools in Ondo State*. Doctoral Dissertation, Obafemi Awolowo University, Ile-Ife Nigeria
2. Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142.
3. Gentry, G. C. (2010). A case study: The issues high school principals encounter with instructional supervision. University of Georgia
4. Sergiovanni, T. J. (2010). *The Principal Ship: A Reflective Practice Perspective* (6th ed.). USA: Pearson Education Inc.
5. Sergiovanni, T. J., & Starratt, R. J. (2012). *Supervision: A Redefinition*, Boston, MA: McGraw-Hill.23.