

An Evaluation of the Principal's Instructional Supervision on Academic Performance: A Case of Sameta Primary School Kisii County, Kenya

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Abstract

The purpose of this study was to determine the effects of principal's instructional supervision on academic performance in Sameta primary School in Kisii, Kenya. The specific objectives of this study were; to determine if there was effective instructional supervision by the principal, to investigate the quality of teaching and learning process, to explore the level of syllabus coverage in all classes, to identify challenges encountered by the principal while conducting instructional supervision and give recommendation on how to mitigate the challenges of instructional supervision by the principal. A descriptive survey research design was used in this study. The study focused on the head teacher, heads of departments and teachers. The study targeted the school due to its drop in performance over the years from 2008 to 2012. For this purpose census method was used to select all 6 heads of departments, 13 teachers and 1 head teacher. The sample size for the study is 20. This method ensures that the entire sample group has an equal chance of being selected for the study. The study used questionnaire, interview schedule, and document analysis in data collection. Data was analyzed using descriptive statistics such frequencies and percentages with the aid of a computer program SPSS (Version 17). Inferential statistics such as chi-square (χ^2) was also used to test the differences amongst the variables and if they had a significant effect. The major forms of instructional supervision techniques used by the principal in Sameta primary School, Kisii were exploration and discovery, question and answer, open ended observation, observational learning, rating scale, checklist and peer review. The use of thematic learning as a way of determining syllabus coverage in school showed no significant difference since teachers in this school mostly do not use thematic learning as a way of determining the extent of syllabus coverage in class. Similarly, monitoring by teachers aids in measuring the extent of syllabus coverage in class. Therefore most teachers in the school use monitoring as a way of measuring the extent of syllabus coverage in class. It was recommended that in order to improve on the academic standards of the school, the principal should devise more ways of instructional supervision techniques that are aimed at improving the general academic standards of the school. The study is useful to the Education Managers, principals, head teachers, teachers, parents and even students of Sameta primary as well as other Schools in the region and globally.

Key words: Principal's instructional supervision on academic performance, Kisii County.

1.0 Background of the study

Globally, instructional supervision provides administrators with the opportunity to evaluate shortcomings in the classroom. Some groups or types of students may be treated differently in the classroom, which results in shortcoming in interaction and different learning outcomes. Whether this is a result of gender or other patterns, observation can help raise questions about shortcomings in the classroom and provide educators with the means of addressing educational disparities (Fuchs, 2000).

Instructional supervision can examine how technology is incorporated into a classroom and whether it is used well or ineffectively. Observations can show what technology is available to students in the classroom and how such technology is integrated into learning. Teachers can use calculators, computer technology, interactive whiteboards, videos and more to engage their students. In some classrooms, there is little variety in teaching practices. Many teachers use lecture method, but this is not necessarily the best way to reach students who are not auditory learners. Some teachers do not allow students to interact with them or with fellow students, causing students to be passive in the classroom. Instructional supervision and watching for teaching methods that don't cater to all learning methods can allow one to give advice to the teacher and benefit the students, Simmons (1990).

Instructional supervision can make educators aware of how they should behave in the classroom and of the needs of students in their classroom, and can also stimulate dialogue and discussion in a school. Instructional supervision can be a guide for teachers so that they can reflect on their own teaching practices, and those who are observing can learn from others. Instructional supervision allows educators and administrators to improve not only classrooms, but schools as a whole (Massey, 2004).

According to the Kenya National Examination Council, education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 1993). Educators and the general public have time and again expressed concern over

the factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. For instance Rutter et al (1979) and Wekesa (1993) noted that; to improve students' performance head teachers are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution.

Instructional supervision is the evaluating and recording of specific information about what is going on within a classroom usually done three times in a year in some schools. Administrators often implement observation periodically in order to improve classroom models and learn from other educators. Observing another teacher's classroom and having their own class observed both have several educational purposes, including giving the ability to describe instructional practices, evaluate shortcomings that exist for a specific student or group of students, and improve classroom instruction (Oyagi, 2003).

One of the foremost reasons to provide systematic observations of a classroom is to improve instruction. Feedback provided from an evaluation or profile can help a teacher become aware of the strengths and weaknesses from an outside perspective. Teachers can improve classroom instruction if given feedback and suggestions on how to improve (Cadigan, 2006). Evaluation in most schools in Kenya is done on periodical terms that help in the evaluation of student performance as stipulated in educational Curriculum which may be generically conceived as an amalgamation of various processes employed in the pursuit of certain set goals in a school system. It covers the entire spectrum of curriculum construction. This ranges from initial conceptualization and planning to design and implementation to evaluation and revision. Curriculum literature abounds with models of curriculum development. Some observational studies are implemented to evaluate a specific program and help to measure whether the program is meeting its goals. Observation of data can help determine whether a school and its educational offerings are effective or ineffective, based on data taken in numerous classrooms (Republic of Kenya, 2005. Sessional Paper No. 1). From the background of the study, the effects of principal's instructional supervision on academic performance of students need to be undertaken as it can be shown that Evaluation in most schools in Kenya is done on periodical terms.

1.1 Statement of the Problem

The performance trends of Kenya Certificate of Primary Education at Sameta primary School registered a drop in three years consecutively from 2008 to 2011. The school recorded a performance drop of 17 points from 327, 318 to 310 respectively for the three years. This is a worrying trend by any standards. This is what necessitated this research.

The study therefore, sought to evaluate the principal's instructional supervision on academic performance in the school. The Kenya National Examination Council is in charge of setting exams in Kenya. Any student scoring above the average line is said to have passed. To give tangible examples, in the Kenyan system, a pupil doing the (KCPE) Kenya Certificate of Primary Education, which examines five subjects, scores above 250 marks is considered to have passed. The research therefore was meant to evaluate the effects of principal's instructional supervision on academic performance in Sameta primary School in Kisii, Kenya.

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the published works related to the study under research. The chapter covers in general, the classroom observation, teaching and learning in relation to academic performance in the schools and academic institutions in the world, Kenya and Sameta primary school in Kisii County.

2.2 Concept of Classroom Observation that enhances Effective Teaching and Learning

A teacher's classroom instructional practice is perhaps one of the most important yet least understood factors contributing to teacher effectiveness. A teacher has more impact on student learning than any other factor controlled by school systems, including class size, school size and the quality of after school programs or even which school a student is attending. Currently, there is no agreement among education stakeholders about how to identify and measure effective teaching (Steven et al., 2005). The Classroom Assessment Scoring System (CLASS) is an observational protocol based on years of educational and developmental research demonstrating that daily interactions between teachers and students are central to students'.

The process of evaluating the effectiveness of teachers has changed over time along with the definition of what effective teaching is, due in part to increasing state and federal attention to school-level and classroom-level accountability for student learning. Effective teaching has been defined in many ways throughout the years (Campbell, Kyriakides, Muijs, & Robinson, 2003; Muijs, 2006), and methods for measuring teachers have changed as definitions and beliefs about what is important to measure have evolved. Although there is a general consensus that good teaching matters and that it may be the single most important school-based factor in

improving student achievement (Darling-Hammond, 2000), measuring teacher effectiveness has remained elusive in part because of ongoing debate about what an effective teacher is and does. In a discussion of research-based indicators of effective teaching, Cruickshank and Haeefe (1990) stated, "An enormous underlying problem with teacher evaluation relates to lack of agreement about what constitutes good or effective teaching".

Most often, observations occur somewhere between once and a few times during the school year, encompass roughly one lesson, and happen on a day agreed upon by the teacher and the rater. There is often a pre-observation or post-observation conference between the rater and the teacher. The degree to which observations can or should be used for specific purposes depends on the instrument, how that instrument was developed, the level of training and monitoring raters receive, and the psychometric properties of the instrument. Review of the research suggests that observation scores have been related to important outcome measures such as student achievement (Gallagher, 2004; Kimball, White, Milanowski, & Borman, 2004; Milanowski, 2004).

2.3 Extent of Classroom Observation

The teacher introduces the major objectives of the lesson and follows a lesson plan. Major ideas, identified, developed, and summarized during the class session are delivered with a consistent flow. The class sessions are well organized. Major concepts written on the board and other aids are used to supplement the lecture. The teacher has a responsibility of checking at intervals to make sure the students understand the concepts. The teacher asks how the concept relates to the prior session, or simply question students feeling by seeking for clarification or to share an understanding about the concepts presented. The teacher uses a variety of instructional strategies to accommodate different ability levels and different learning styles. In addition to using board illustrations, and computer simulations, the teacher organizes students working into small groups on problem solving. Also, the students, who quickly get the concept, are asked to share their findings and the process of discovery with the other students. If concepts needed re-explaining, the teacher will use analogies and associations other than what was previously introduced. The enthusiasm the teacher shows for the subject is also shared by the student (Cadigan, 2006).

The teacher structures the class to be student-centered. Student responses are woven into the framework of the lesson. The teacher uses a variety of approaches to encourage student response and participation. Student participates as both learners and teachers. On one hand, students ask for clarification on a concept or statement; on the other hand and in a respectful manner, they challenge the teacher or their student colleagues by sharing their point of view or belief. Overall, the teacher need to set the tone of a highly respectful attitude by eliciting courteous remarks, speaking directly to the students, and modeling positive behavior during debate or when an opposing viewpoint is offered. The teacher also ensures that cooperative learning would take place in the class by having students share their thinking in large and small groups (Massey, 2004).

Keeves, (2002), Student participation, such as note taking and listening, was appropriate; but verbal exchanges pertaining to the subject matter are very limited. The teacher demonstrates respect toward the students as evidence by speaking directly to them. Very few of the students asked for further clarification, and none offered opposing viewpoints. There is no demonstration of students trying to help each other understand the concepts.

2.4 Class Observation Approaches

Classroom observation conducted by principals or vice-principals is one of the most common forms of teacher evaluation (Brandt *et al.*, 2007). The format varies by school; for instance, a principal evaluation can consist of a formal observation using a validated instrument, conducted at a predetermined time, coupled with pre-interviews and post-interviews with teachers, and used for both formative and summative purposes (Heneman, Milanowski, *et al.*, 2006). It also can be an informal drop-in visit by the principal, used to develop a quick impression of how and what teachers do in the classroom.

Classroom observation instruments analyze teaching methods and the instructor's interactions with students in the classroom. Tools have been developed to aid school administrators in the "grading" of instructors which use a rating scale to score teacher efficiency. The tools may be in a checklist format or an open-ended question sheet that allows observers to write their analytical observations in a short paragraph form. Observation assessment tools are used to improve teaching styles and classroom procedures through feedback and suggestions (Cadigan, 2006).

2.5 Rating Scale

The most basic observation instrument to rate teachers is a rating scale (La Paro *et al.*, 2004). Items listed on a rating scale may include whether or not the teacher has completed the objectives of the lesson, if the students are engaged in their learning and if students needing differentiated instruction are accommodated. This can range from a score of "1," indicating that the instructor did not accomplish the specific task or the task was not observed, to possibly a "3" or higher, denoting teacher excellence related to one topic. Oftentimes this type of

observation tool allows for individual topics to be rated and categorized under a larger heading. A comment section is usually available after each of the broad categories (Kaminski, 2002).

2.6 Open-ended Observation

An open-ended observation tool is the most descriptive evaluation method where the reviewer writes a brief paragraph regarding one aspect of the teacher's performance against student. The administrator responses tend to be in greater detail and are used to improve classroom teaching methods. One drawback to an open-ended observation is that administrators may miss something that needs to be revamped or shows exemplary performance while they are writing. The report is often shorter due to the response length and may not cover all facets of classroom instruction (Oyagi, 2003).

2.7 Forms of Classroom Observations

Classroom observation is a necessary part of determining class behavior. The observations are usually direct observation where an individual watches the class while in the classroom. There are a variety of reasons for observations, such as psychological studies, checking up on new teachers, student teachers or scientific studies (Stecker, 2000).

Piet Mondrian created works of art based on geometric forms. His simple designs can easily be re-created by teachers or students for use as classroom decorations. Use white foam board, black permanent markers, a ruler and primary color paints to mimic his designs. Create rectangles and squares from overlapping straight lines drawn with black permanent marker and a ruler. Fill in some of the shapes created by the lines with yellow, red or blue paint. Hang these lightweight creations on any wall easily with sticky tack adhesive (Nasibi, 2003).

Many cultures use geometric patterns in pottery, architecture and textiles. Native American and African textiles often use brightly colored, geometric designs. Re-create these designs in collage form by gluing brightly colored paper shapes onto darker colored background paper. Mount these on the wall for classroom decorations (Kame'enui, 2003).

2.8 Effects of Observation on Quality of Teaching and Learning Process

Teachers' professional status is related to teaching behaviors and interactions they have with pupils, (Howes, 1997). More experienced teachers on early child's education have positive relationships with their pupils, as compared to their colleagues who are less likely to use punishments towards pupils. When teachers use supportive warm interactions with pupils, they are more likely to have positive relationships with their pupils. It is therefore expected that a trained teacher with experience in primary school, may have positive relationships with their pupils. The literature reviewed does not address how the academic qualifications and professional training influences the choice of teaching methods the teacher uses in various situations like where there are variations in teacher-pupils ratios. In addition, experience is not an attribute that is acquired instantly. Therefore proper training is a fundamental requirement, and experience was acquired over time.

The provision of a safe and secure environment is central to all aspects of work with young pupils. This is echoed by Driscoll et al, (2002), who argue that play as an integral component of curriculum in early pupils programs require an environment or setting that is safe and free of obstacles. He shares his view by arguing that it is important to consider carefully the overall arrangement of the schools and condition of equipment and materials used in each school. Teachers may be able to regulate the internal environment of a class, but the external environment, especially for community based primary school may be harder to manage.

2.9 Effects of Classroom Observation on Syllabus Coverage

The primary curriculum, identifies three approaches to help facilitate pupils learning in primary school. These include; child centered learning, thematic and integration. The general aim of child-centered education is viewed from the point of developing the whole child. Child-centered method stimulates learning and fosters healthy growth and development; pupils should be provided with appropriate materials, guidance, stimulation and care. Good teaching method as the child-centered, should be used to help the child benefit from the learning experience. Continuous assessments are regularly carried out, significant relationship between schools physical facilities and student learning output. The study revealed that the student is a product of the environment. The findings also support Wekesa,(1993) that the classroom learning environment and schools facilities.

2.8 Challenges encountered by the Principal while Conducting Classroom Observation

Lack of instructional materials could negatively affect the learning process. This could be detrimental especially for pupils in primary who are supposed to get involved in activities like sorting objects, drawing and coloring among others in order to develop writing and reading skills, (MOE, 1984). Similarly, Stecker, (2000), pointed out that learning materials are a major determinant to the success, or failure of primary school. However, without a single curriculum, the variety of learning materials is likely to differ, and this will affect the teaching methods of teachers in different Primary schools.

Application of procedural knowledge - students apply their knowledge. This typically involves students using what they have learned, doing worksheets, practicing problems, or building skills. The key feature of this category is that students are taking information and applying it or practicing (Kaminski, 2002). In knowledge representations, students manipulate information. This is usually a step beyond application. In knowledge representation activities, students will typically reorganize, categorize, or attempt to represent what they have learned in a different way.

2.9 Strategies to Improve Classroom Observation

It is important to understand the broader context of assessment reform and the experiences of teachers who are experimenting or adopting new assessment practices. Major shifts in conceptions of assessment influence how we consider supporting teachers who are adopting approaches such as student self-evaluation. The broader observation reform movement, conceptions of good assessment are moving toward direct observation of complex performance rather than brief written tests that correlate with the target aptitudes. In these performance assessments, students are observed working with complex tasks or dealing with real-life problems. These instruments are often administered to groups of students because group work represents out-of-school performance better than individual production. Such approaches to testing would seem to be ideal for the many classrooms today that focus on collaborative and cooperative approaches to learning (Gongera, 2012).

metaphor of assessment from that of "fair judgment" to providing a "window into a student's mind", thereby reconciling assessment with her new conception of teaching. The other teacher did not resolve the conflict. At the end of the study, the tension between his constructivist approach to teaching and objectivist assessment practices continued. Other researchers have reported teacher misconceptions about specific alternate assessment techniques. Shavelson (1996) found over inclusion: teachers thought performance assessment was anything that involved manipulation of concrete objects. Oosterhof (1995) found under-inclusion: teachers treated only formal tests as valid assessment procedures and included informal methods like observations and oral feedback only after probing.

2.10 Critical Review of Literature and Summary

Fuchs, (2000), critic that, periodic observation is a progressing - monitoring of early literacy skills among children. The results suggested that providing teachers with feedback does lead to greater improvements in student performance on student subtests compared to no feedback. The methods teachers use to bring about these improvements however, remain unclear. Teachers who received feedback reported limited utility of the information for implementing changes in classroom practice; likewise, classroom observations showed that changes to the environment were neither systematically influenced by feedback nor of student performance. Further knowledge about how teachers can be supported in their efforts to make use of student progress data and to promote early literacy development for all children is critical for advancing their performance.

(Nasibi 2003), disagree by looking more explicitly on classroom instructional strategies general literacy instruction as captured but may not have been influenced by feedback. It remains possible that teachers initiated other types of changes in response to feedback about children's performance. For example, in many student classrooms, students who fall below expected performance levels often receive additional practice opportunities, individual tutoring from an aide or volunteer, or a stronger focus on literacy skills. Teachers may not regard these types of adaptations as actual changes in their instruction or environment.

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures used in data collection and analysis. It describes in detail research design; location and population of the study; sample and sampling procedures; data collection; reliability and validity; and data analysis.

3.2 Research Design

A descriptive research design was used in this study because this was a modest scale research project based on the workplace and a comparison of a limited number of respondents. It gathered data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific events (Orodho, 2005). The target population was the staff of Sameta primary School in Kisii. The study focused on the head teacher, Heads of departments and teachers. There was 1 head teacher, 6 heads of departments and 13 teachers.

3.3 Sample Size and Sampling Technique

The sample frame of the study was Sameta primary school head teacher, heads of departments and teachers. Census method was used to select all the 13 teachers, 6 heads of departments and 1 head teacher. This method ensures that the entire sample group has equal chances of being selected for the study. Orodho (2005), asserted

that a sample should be selected in such a way that you are assured that certain sub-groups in the population are represented in the sample in proportion to their numbers in the population itself. For the study the sample size was 20. The entire population was used because the number is small and therefore time and resources allowed the researcher to interview all the respondents. The respondents were within the same institution. Census method was used so as to gather varied information for effective feedback. Moreover the variables are held constant in the study

3.4 Data Analysis

The computer program, SPSS version 17, was useful in analyzing the data collected. The data was organized, presented, analyzed and interpreted using descriptive and inferential statistics. Each of the objectives was analyzed using both descriptive and inferential statistics. Descriptive statistics that was used included frequencies and percentages. The inferential statistics used in this study was Chi-square. Chi-square was used to test and verify the significance of the dependent and independent variables at 95% confidence level. The Pearson Chi-square is the most common test of significance of relationship between categorical variables. Chi-square testing proves to be an effective tool by which it identifies the interdependency of variables, which may not otherwise be obvious.

4.0 DATA PRESENTATION, ANALYSES AND INTERPRETATION

4.1 Introduction

This chapter presents the results of data analysis. The study examined effective classroom observation by the principal, the quality of teaching and learning process, level of syllabus coverage, challenges encountered by the principal while conducting classroom observation, and recommendations on how to mitigate the challenges of class observation by the principal in Sameta primary School in Kisii, County. Data collected were analyzed using descriptive and inferential statistics.

4.2 Classroom Observation Exercise

The first research question which was derived from the first research objective stated that: How often is the classroom observation exercise carried out by the principal in Sameta primary School in Kisii ? To answer this question, the participants were asked to respond to the items in the classroom observation exercise by rating them into five groups of; most frequent, very frequent, Frequent, seldom and not at all. The results are indicated in Table 1

Table1: Rating of Classroom Observation

Observation	Most Frequent		Very frequent		Frequent		Seldom		Not at all	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Small grouping	6	30	0	0	8	40	2	10	4	20
Exploration and discovery	2	10	1	5	13	65	4	20	0	0
Question and answer	13	65	6	30	1	5	0	0	0	0
Open ended observation	2	10	7	35	10	50	1	5	0	0
Observational learning	8	40	11	55	1	5	0	0	0	0
Rating scale	3	15	13	65	2	10	0	0	2	10
Checklist	1	5	7	35	10	50	0	0	2	10
Peer review	1	5	12	60	2	10	4	20	1	5
Teachers often observe students during class time	11	55	3	15	6	30	0	0	0	0
Scientific observation	3	15	3	15	10	50	4	20	0	0
Teacher observation	2	10	4	20	13	65	1	5	0	0
Observing the teacher	3	15	6	30	11	55	0	0	0	0
Misbehavior observations	2	10	5	20	6	30	5	25	2	10
Geometric decorations to make in the classroom	2	10	4	20	4	20	10	50	0	0
Mimic master artists	1	5	2	10	3	13	12	60	2	10
optical illusions	5	25	2	10	2	10	7	35	4	20

Source: Author, 2013

From the Table 4.2, 30% (6) of the respondents were of the view that small grouping class observation technique was most frequently used, 40% (8) of the respondents indicated that the observation technique was frequently used, 20% (4) respondents were of the view that small grouping class observation technique was not used in the school while 10% (2) of the respondents agreed that small grouping was seldom used as a way of class

observation technique. On exploration and discovery as a way of class observation approaches, 13 (65%) respondents agreed that it was used frequently, 4 (20%) respondents were of the view that it was seldom used, 2 (10%) respondents were of the idea that it was most frequently used while 1 (5%) respondents were of the idea that exploration and discovery was used frequently as a way of class observation. This was found to concur with Brandt *et al.*, 2007 who argued that classroom formats varies from one school to another.

On questions and answer as a way of class observation approach it was found out that majority of the respondents (65%) agreed that it was most frequently used 6 (30%) respondents were of the idea that it was used very frequently while 1 (5%) respondent was of the idea that it was frequently used in the school. On open ended observation as a way of class observation technique, it was found out that 10 (50%) respondents were in agreement that it was frequently used as a way of class observation technique, 7(35%) respondents agreed that it was very frequently used, 2 (10%) agreed that it was most frequently used while 1 (5%) respondent said that it was seldom used as a way of class observation technique.

On observational learning as a way of classroom observation technique in Sameta primary School , it was found out that majority of the respondents (55%) agreed that it was very frequently used, 8 (40%) respondents said that it was most frequently used while 1(5%) respondent agreed that it was frequently used. On rating scale as a classroom observation approach, 13 (65%) respondents were of the idea that it was very frequently used, 3 (15%) respondents agreed that it was most frequently used while 2 (10%) respondents were in agreement that it was not used at all in the school as a way of classroom observation.

Checklists as a classroom observation showed that 10 (50%) respondents agreed that it was frequently used in Sameta primary School, 7 (35%) respondents said that it was frequently used, 2 (10%) said that it was not used at all while 1 (5%) respondent agreed that it was most frequently used. On peer review as a way of classroom observation, it was found out that majority of the respondents (60%) were of the idea that it was very frequently used, 4 (20%) respondents said that it was seldom used while 1 (5%) respondent agreed that it was not used at all in the school.

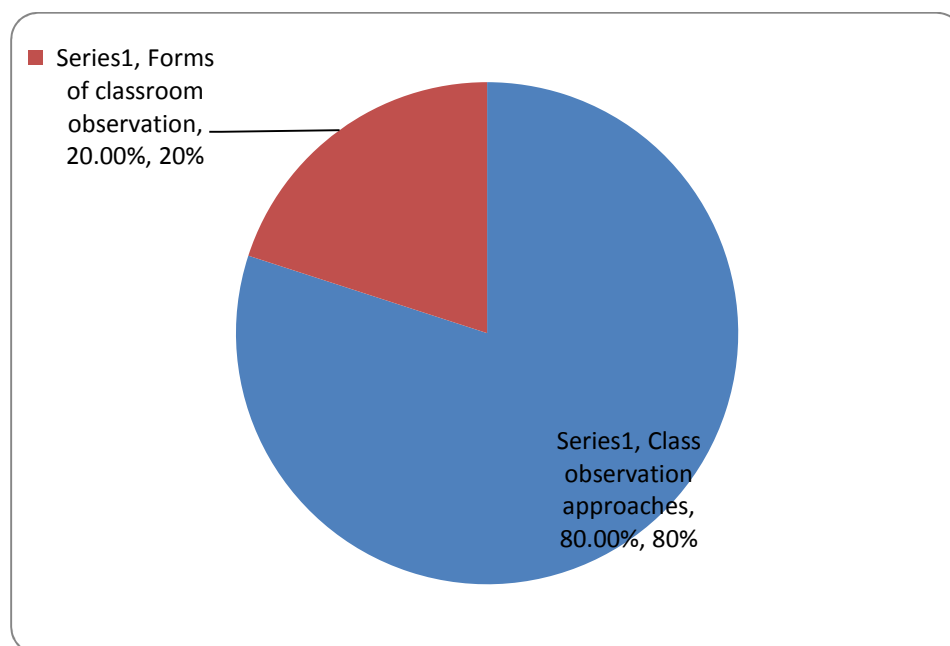
On forms of classroom observation it was found out that majority of the respondents (55%) agreed that most often teachers observe students during class time, 6 (30%) respondents said that it was frequently used while 3 (15%) respondents agreed that it was very frequently used as a form of classroom observation technique. On scientific observation as a form of classroom observation technique it was found out that majority of the respondents 10 (50%) agreed that it was frequently used in the school, 4 (20%) respondents said that it was seldom used while 3 (15%) respondents said that it was most frequently used form of classroom observation in Sameta primary School.

On teacher observations as a form of classroom observation, it was found out that 13 (65%) respondents agreed that it was frequently used, 4 (20%) respondents said that it was very frequently used while 2 (10%) respondents indicated that it was very frequently used form of classroom observation. 11(55%) respondents indicated that observing the teacher as a form of classroom observation was frequently used by the principal in Sameta primary School in comparison to 3 (15%) respondents who indicated that it was most frequently used. On misbehavior observations as a form of classroom observation, it was found out that 6 (30%) respondents indicated that it was frequently used, 5 (25%) respondents indicated that it was seldom used while 2 (10%) respondents indicated that it was not used at all in the school.

On geometric decorations made in the classroom as a form of classroom observation, majority of the respondents 10 (50%) indicated that it was a seldom used form of classroom observation in the school while 2 (10%) respondents indicated that it was the most frequently used form of classroom observation in Sameta primary School. On mimicking of master artists as a form of classroom observation, it was found out that 12 (60%) respondents agreed that it was a seldom used form of classroom observation, 3 (15%) respondents said that it was frequently used by the principal while 2 (10%) respondents said that it was not used at all in the school as a form of classroom observation. On optical illusions, it was found out that 7 (35%) respondents agreed that it was seldom used by the principal as a form of classroom observation while 4 (20%) respondents agreed that it was not used at all in the school by the principal as a form of classroom observation.

On whether classroom observation approaches or forms of classroom observation approaches by teachers, it was found out that majority of the teachers preferred classroom observation approaches as illustrated in Figure 4.5.

Figure1 Preference of classroom approaches by teachers in Sameta primary School



Chi-square analysis was computed to show the significance of the variables in classroom observation approaches and forms of classroom observations and results presented in Table 2 (a & b).

Table2 (a): Chi-Square analysis on classroom observation approaches used in Sameta primary school, Kisii

	small grouping	exploration and discovery	question and answer	open ended observation	observational learning	rating scale	checklist	peer review
Chi-Square	4.000 ^a	18.000 ^a	10.900 ^b	10.800 ^a	7.900 ^b	17.200 ^a	10.800 ^a	21.500 ^c
Df	3	3	2	3	2	3	3	4
Asymp. Sig.	.261	.000	.004	.013	.019	.001	.013	.000

Source: Author, 2013

From the Table 2 (b), it was found out that all the variables except small grouping showed significant differences at 95% confidence level ($p > 0.05$). On the contrary, small grouping as a way of classroom observation did not show any significant relationship and therefore it can be said that small grouping observation approach is not used in Sameta primary School as a way of classroom observation technique. On the other hand, exploration and discovery, question and answer, open ended observation, observational learning, rating scale, checklist and peer review are indicated as the forms of classroom observation techniques used by the principal in Sameta primary School, Kisii.

Table 2 (b): Chi-Square analysis on forms of classroom observation used in Sameta primary school, Kisii

	teachers often observe students during class time	scientific observation	teacher observation	observing the teacher	misbehaviour observations	geometric decorations made in the classroom	mimic master artists	optical illusions
Chi-Square	4.900 ^a	6.800 ^b	18.000 ^b	4.900 ^a	3.500 ^c	7.200 ^b	20.500 ^c	4.500 ^c
Df	2	3	3	2	4	3	4	4
Asymp. Sig.	.086	.079	.000	.086	.478	.066	.000	.343

Source: Author, 2013

From the Table 2 (b), it was found out that teacher observations and mimicking of master artists showed significant relationships ($p=0.000$). This implies that teacher observations and mimicking of master artists were mostly used as forms of classroom observations in Sameta primary School, Kisii. On the other hand, it was found out that other variables such as teachers often observe students during class time, scientific observation, observing the teacher, misbehavior observations, geometric decorations to make in the classroom and optical illusions did not show any significant difference ($p \geq 0.05$) and therefore it can be said that these forms of classroom observations are not used frequently in Sameta primary School, Kisii. This research indicates that the principal of SOS does not rate their teachers as a way of classroom observation techniques. This study is contrary to studies by Kaminski (2002) which showed that most basic observation instrument to rate teachers is a rating scale and placing a comment section usually available after each teacher's rating.

4.3 Quality of Teaching and Learning Process in Sameta Primary School

The second research question which was derived from the second research objective stated that: What is the quality of teaching and learning process in Sameta primary School in Kisii?

To answer this question, the participants were asked to rate the quality of teaching and learning process in the school in a four point Likert scale of Yes, no, not available and not applicable. The results are indicated in Table 3.

Table3: Quality of Teaching and Learning Process

Variable	Yes		No		Not Available		Not applicable	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Training programs	16	80	1	5	3	15	0	0
Teaching methods	18	90	2	10	0	0	0	0
Well functional library	11	55	9	45	0	0	0	0
Teacher's attitudes	17	75	3	15	0	0	0	0
Teachers' professional status	18	90	2	10	0	0	0	0
Environment in which pupils develop and learn	18	90	2	10	0	0	0	0

Source: Author, 2013

From the Table 3, 16 (80%) respondents agreed that the availability of training programs in Sameta primary school have contributed to the high quality of teaching in the school, 1 (5%) respondent gave a contrary opinion while 3 (15%) respondents said that training programs were not available in Sameta primary school and therefore does not assist in boosting the quality of teaching and learning. On teaching methods applied in the school, 18 (90%) respondents acknowledged that it has contributed to the quality of teaching and learning in the institution while 2 (10%) respondents did not agree that the teaching methods available in Sameta primary School contributes to quality learning.

On the presence of a well functional library, 11 (55%) respondents agreed that it contributes to quality teaching and learning while 9 (45%) did not agree to the presence of a well functional library as a contributing factor in quality teaching and learning process. On teacher's attitude, it was found out that 17 (85%) respondents agreed that it contributes to quality teaching and learning process while 3 (15%) were of the contrary opinion. It was also found out that 18 (90%) respondents agreed that teachers' professional status and environment in which pupils develop and learn contribute to quality teaching and learning process in the school while 2 (10%) respondents gave a contrary opinion.

Chi-square analysis was performed on variables which contribute to quality teaching and learning process and the results presented in Table 4.

Table4: Chi-Square Analysis on Variables Which Contribute to Quality Teaching and Learning

	training programs	teaching methods	well functional library	teacher's attitude	teachers' professional status	environment in which pupils develop and learn
Chi-Square	19.900 ^a	12.800 ^b	.200 ^b	9.800 ^b	12.800 ^b	12.800 ^b
Df	2	1	1	1	1	1
Asymp. Sig.	.000	.000	.655	.002	.000	.000

Source: Author, 2013

From the Table4, at 95% confidence interval, it was found out that availability of training programs, teaching methods used, teacher's attitude towards teaching, teachers' professional status and environment in which pupils develop and learn showed significant relationships ($p \leq 0.05$). This indicates that these variables contribute to quality teaching and learning process in the institution. On the contrary, the presence of a well functional library does not contribute to quality teaching and learning in the institution ($p \geq 0.05$). According to Cadigan (2006), observation assessment tools are used to improve teaching styles and classroom procedures through feedback and suggestions this is in line with this research where it was found out that teachers in Sameta primary School encourage students to ask questions and bring classroom feedbacks. Classroom observation instruments analyze teaching methods and the instructor's interactions with students in the classroom. Tools have been developed to aid school administrators in the "grading" of instructors which use a rating scale to score teacher efficiency. The tools may be in a checklist format or an open-ended question sheet that allows observers to write their analytical observations in a short paragraph form.

Open ended-observations were used by the principal as a class observation technique. This study therefore is in line with studies by Oyagi (2003) who showed that open ended observations are used by the administrator to improve classroom teaching methods. The open-ended observations as used by the principal of Sameta primary School can improve classroom teaching methods and therefore improve on the academic performance of the school. One drawback to an open-ended observation is that principal may miss out something that needs to be revamped at the same time the report is often shorter due to the response length and may not cover all facets of classroom instruction and therefore the principal may not be able to know all that is going on in classrooms.

The principal of Sameta primary school uses checklists as a form of classroom observations. This is in line with Nasibi (2003), who was of the idea that checklist identifies requirements and optimal teacher interactions, allowing the reviewer to check off the items that show teacher proficiency. Checklists may or may not leave space for additional comments or clarification correlating with the listed items. The checklist form of classroom observation helps in improving teaching and learning in Sameta primary school in Kisii.

4.4 Level of syllabus Coverage in all Classes at the Sameta primary school

The third research question which was derived from the third research objective stated that: What is the level of syllabus coverage in all classes at the Sameta primary School in Kisii? To answer this question, the participants were asked to rate factors that determine syllabus coverage completion. The results are indicated in Table 5.

Table 5: Factors that Determine Syllabus Coverage

STATEMENT	Never		Very rarely		Rarely		Often		Very often	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
How often do you use thematic learning?	4	20	2	10	3	15	5	25	6	30
How frequently does your school use continuous assessment?	6	30	1	5	6	30	4	20	3	15
How is monitoring as a measuring instrument used by teachers?	0	0	1	5	3	15	7	35	9	45

Source: Author, 2013

From the Table 5, it was found out that 6 (30%) respondents use thematic learning very often as a way of determining the syllabus coverage in the school, 5 (25%) respondents used thematic learning often, 4 (20%) respondents never used thematic learning, 3 (15%) respondents rarely used thematic learning while 2 (10%) teacher respondents very rarely used thematic learning. From the responses it can be shown that majority of the teachers in Sameta secondary School Kisii very often use thematic learning as a way of assessing syllabus completion in class. On the frequency of use of continuous assessment tests, it was found that 6 (30%) respondents very frequently use continuous assessment tests in determining syllabus coverage in the school, 4 (20%) respondents use continuous assessments frequently, 3 (15%) respondents never use continuous assessments while 1 (5%) respondents use it fairly frequently. This implies that majority of the respondents in Sameta primary School Kisii use continuous assessment tests very frequently in determining syllabus coverage.

On monitoring as a measuring instrument of syllabus coverage, it was found out that 9 (45%) respondents very often used it, 7 (35%) often used it, and 3 (15%) respondents rarely used it while 1 (5%) respondents used it very rarely. This implies that majority of the teachers in Sameta primary school use monitoring as a measuring instrument for syllabus coverage.

To test on the significance of the variables used for determining syllabus coverage in Sameta primary School, Chi-square analysis was computed at 95% confidence level and the results presented in Table 6.

Table6: Chi-Square Analysis on Variables used for Determining Syllabus Coverage in Sameta primary School

	How often do you use thematic learning?	How frequently does your school use continuous assessment?	Is monitoring a measuring preserve for teachers' disposition
Chi-Square	2.500 ^a	4.500 ^a	8.000 ^b
Df	4	4	3
Asymp. Sig.	.645	.343	.046

Source: Author, 2012

From the Chi-square analysis Table 4.6, it was found out that the use of thematic learning as a way of determining syllabus coverage in Sameta secondary school showed no significant difference ($p = .645$). This implies that teachers in Sameta secondary School mostly do not use thematic learning as a way of determining the extent of syllabus coverage in class. The use of continuous assessment tests also did not show any significant difference ($p = .343$). This implies also that the use of continuous assessment tests in school does not measure the extent of syllabus coverage. On the use of monitoring by teachers to measure the extent of syllabus coverage, it was found out that monitoring showed a significant difference at 95% confidence level ($p = .046$). This is an indication that monitoring by teachers aids in measuring the extent of syllabus coverage in class by teachers and therefore most teachers in Sameta primary school Kisii use monitoring as a way of measuring the extent of syllabus coverage in class.

It was found out that the use of thematic learning as a way of determining syllabus coverage in Sameta primary School showed no significant difference since teachers in the school mostly do not use thematic learning as a way of determining the extent of syllabus coverage in class. The use of continuous assessment tests also did not show any significant difference and therefore continuous assessment tests in school do not measure the extent of syllabus coverage. It was further found out that monitoring showed a significant difference an indication that monitoring by teachers aids in measuring the extent of syllabus coverage in class by teachers and therefore most teachers in Sameta primary School Kisii use monitoring as a way of measuring the extent of syllabus coverage in class

4.5 Challenges Encountered by the Principal while Conducting Classroom Observation

The fourth research question which was derived from the fourth research objective stated that: What are the challenges encountered by the principal while conducting classroom observation in Sameta primary School in Kisii? To answer this question, the participants were asked to rate factors about the challenges encountered by the principal while conducting classroom observation. The results are indicated in Table 7

Table7: Challenges encountered by the principal while conducting classroom observation

CHALLENGE	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Lack of instructional materials	6	30	2	10	4	20	3	15	5	25
Teachers never solicit student feedback	3	15	0	0	4	20	4	20	9	45
Teachers do not encourage the students to ask questions	1	5	2	10	0	0	8	40	9	45
Low attentiveness among students	2	10	5	25	1	5	5	25	7	35
Congestion in a class affects teaching and learning	8	40	2	10	0	0	6	30	4	20

Source: Author, 2013

From the Table 7, majority of the respondents 6 (30%) strongly agreed that lack of instructional materials is a challenge to the principal, 5 (25%) respondents strongly disagreed with the statement, and 4 (20%) respondents were not sure while 2 (10%) respondents agreed that lack of instructional materials poses a challenge to the

principal while conducting classroom observation. On the statement that teachers never solicit student feedback, 9 (45%) respondents strongly disagreed with the statement 4 (20%) respondents disagreed while 3 (15%) respondents agreed with the statement.

On the statement that teachers do not encourage students to ask questions, majority of the respondents 9 (45%) strongly disagreed, 8 (40%) respondents disagreed, 2 (10%) agreed while 1 (5%) respondent strongly disagreed. On low attentiveness among students as a challenge encountered by the principal while conducting classroom observation 7 (35%) respondents strongly disagreed with the statement, 5 (25%) respondents disagreed while 2 (10%) respondents strongly agreed with the statement. On the statement that congestion in class affects teaching and learning as a challenge on classroom observation, 8 (40%) respondents strongly agreed with the statement, 6 (30%) respondents disagreed, 4 (20%) strongly disagreed while 2 (10%) respondents agreed with the statement.

To test on the significance of the challenges, Chi-square tabulations were performed on the challenges encountered by the principal while conducting classroom observation and the results presented in 8.

Table8: Chi-Square Tabulations on the Challenges Encountered by the Principal

	lack of instructional materials	teachers never solicited student feedback	teachers do not encourage students to ask questions	a low attentiveness among the students	congestion in class affects teaching and learning
Chi-Square	2.500 ^a	4.400 ^b	10.000 ^b	6.000 ^a	4.000 ^b
Df	4	3	3	4	3
Asymp. Sig.	.645	.221	.109	.199	.261

Source: Author, 2013

From the Table 8 at 95% confidence level, it was found out that all the variables on challenges encountered by principal while conducting classroom observation showed no significant differences ($p \geq 0.05$). This indicates that there is enough instructional materials, teachers solicit student feedback, teachers encourage students to ask questions, students are attentive and there is no congestion in class and therefore do not affect teaching and learning in Sameta primary School, Kisii. The Chi-square analysis shows that the principal does not encounter challenges associated with instructional materials, teachers' teaching methods, attentiveness amongst the students and congestion in the classroom. From the analysis, Sameta primary School, Kisii has enough instructional materials and good physical facilities such as classrooms. An indication that there is no congestion in classrooms in Sameta primary School, Kisii and therefore does not pose any challenge to the principal when conducting classroom observation.

It was also found out that teachers encourage students to ask questions during the learning process and this is assessed through feedbacks which students bring back to the teachers through answering questions in class, completing their assignments on time and doing well in their continuous assessment tests.

From this research it was found out that availability of training programs, teaching methods used, teacher's attitude towards teaching, teachers' professional status and environment in which pupils develop and learn showed significant relationships ($p \leq 0.05$). This indicates that these variables contribute to quality teaching and learning process in the institution. On the contrary, the presence of a well functional library does not contribute to quality teaching and learning in the institution. According to Howes (1997), teachers' professional status is related to teaching behaviors and interactions they have with pupils. This was found to be in line with this study. Teacher's professional status was found to show a significant relationship as all teachers who are employed in the school are professional teachers and therefore can lead to improvement of teaching and learning process in Sameta secondary School, Kisii. CHAPTER FIVE

5.0 SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS5.

5.1 Introduction

This study was designed to investigate the effects of principal's instructional supervision on academic performance in Sameta primary School in Kisii. Specifically to; determine if there is effective classroom observation by the principal, investigate the quality of teaching and learning process termly, find out the level of syllabus coverage in all classes, identify challenges encountered by the principal while conducting classroom observation and give recommendations on how to mitigate the challenges of class observation by the principal in Sameta primary School in Kisii.

Questionnaires and interview schedules were used to collect data. Data generated by questionnaire was coded and entered into the statistical packages for social sciences (SPSS) computer program for further analysis and interpretation. Frequencies and percentages were used in the analysis of data. Chi-square was employed to

compare the differences of subjects that are exposed to different treatments. The statistical level of significance was set at 0.05 basing on research questions and objectives.

5.2 Summary of the Findings

From the research it was found out that majority of the teachers in recommendations on how to mitigate the challenges of class observation by the principal in Sameta primary School are male teachers in comparison with their female counterparts. On teaching experience most of the males in the school have a higher teaching experience in comparison to their female counterparts. On the time one has taught in Sameta primary school, Kisii, it was found that the female teachers have taught and stayed in the school for longer periods of time in comparison to their male counterparts.

From the research, it was found out that exploration and discovery, question and answer, open ended observation, observational learning, rating scale, checklist and peer review are the major forms of classroom observation techniques used by the principal in Sameta primary School Kisii. At the same time teacher observations and mimicking of master artists were mostly used as forms of classroom observations in Sameta primary School Kisii. On the other hand, it was found out that other variables such as teachers often observe students during class time, scientific observation, observing the teacher, misbehavior observations, geometric decorations to make in the classroom and optical illusions did not show any significant difference ($p < 0.05$) and therefore it can be said that these forms of classroom observations are not used frequently in Sameta primary School Kisii. This study is contrary to studies by Kaminski (2002) which showed that most basic observation instrument to rate teachers is a rating scale and placing a comment section usually available after each teacher's rating.

The principal of Sameta primary School Kisii uses checklists as a form of classroom observations. It was found out that the use of thematic learning as a way of determining syllabus coverage in SOS school showed no significant difference since teachers in Sameta primary School mostly do not use thematic learning as a way of determining the extent of syllabus coverage in class. The use of continuous assessment tests also did not show any significant difference and therefore continuous assessment tests in school do not measure the extent of syllabus coverage. It was further found out that monitoring showed a significant difference an indication that monitoring by teachers aids in measuring the extent of syllabus coverage in class by teachers and therefore most teachers in Sameta primary School Kisii use monitoring as a way of measuring the extent of syllabus coverage in class.

From this research it was found out that availability of training programs, teaching methods used, teacher's attitude towards teaching, teachers' professional status and environment in which pupils develop and learn showed significant relationships. Quality of teaching is determined by a spacious and well-arranged classroom that not only attracts pupil's attention in activities but also facilitates their teaching. In this study, the environment in which pupils develop and learn showed a significant difference indicating that the classes in Sameta primary School are spacious and not congested and therefore facilitating teaching and learning process in the school leading to better performances by the students. This was found to concur with the findings of Howes (1997), who argued that teachers' professional status is related to teaching behaviors and interactions they have with pupils.

5.3 Conclusion

The following conclusions were made based on the findings of this research;

The major forms of classroom observation techniques used by the principal in Sameta secondary School Kisii are Exploration and discovery, question and answer, open ended observation, observational learning, rating scale, checklist and peer review at the same time teacher observations and mimicking of master artists were mostly used as forms of classroom observations in Sameta secondary School, Kisii. This has helped the principal in improving the academic standards of the school.

The use of thematic learning as a way of determining syllabus coverage in Sameta secondary School showed no significant difference since teachers in Sameta secondary School mostly do not use thematic learning as a way of determining the extent of syllabus coverage in class. The use of continuous assessment tests also did not show any significant difference and therefore continuous assessment tests in school do not measure the extent of syllabus coverage. It was further found out that monitoring showed a significant difference an indication that monitoring by teachers aids in measuring the extent of syllabus coverage in class by teachers and therefore most teachers in Sameta primary School, Kisii use monitoring as a way of measuring the extent of syllabus coverage in class.

Availability of training programs, teaching methods used by teachers, teacher's attitude towards teaching, teachers' professional status and environment in which pupils develop and learn showed significant relationships indicating that these variables contribute to quality teaching and learning process in the institution. On the

contrary, the presence of a well functional library does not contribute to quality teaching and learning in the institution unless it is used well by both the students and teachers in learning and teaching process. Quality of teaching is determined by a spacious and well-arranged classroom that not only attracts pupil's attention in activities but also facilitates their teaching.

5.4 Recommendations

The following are recommendations of this study based on the research findings;

1. In order to improve on the academic standards of the school, the head teachers should devise more ways of classroom observation techniques that are aimed at improving the general academic standards of the school.
2. Teachers in primary schools in Sameta primary school need to be offered with training programs and insets to enhance quality teaching and learning process and therefore better pupils' academic achievements
3. The head teachers of various schools need to use monitoring process as a means of achieving syllabus coverage on time.
4. Schools should be encouraged to build spacious classrooms with well arranged desks as they improve on the quality of teaching.

5.5 Suggestions for Further Research

The following suggestions are made for further research based on the findings of this study;

1. A similar study need to be undertaken in public primary schools to allow for the generalization of the findings.
2. There is need to find the effect of level of training of teachers on syllabus coverage and hence academic performance of the pupils.
3. There is need to undertake a study on the relationship between classroom sizes and academic achievement in primary schools.

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