

**CLINICAL SUPERVISION PRACTICES AND TEACHERS' ACADEMIC  
PERFORMANCE IN TURKANA CENTRAL SUB COUNTY, KENYA**

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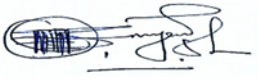
**A Thesis Submitted to the School of Education and Social Science in Partial Fulfillment of  
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and Education Management of  
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**July, 2022**

## DECLARATION AND RECOMMENDATION

### Declaration

This thesis is my original work and has not been presented for any degree or award in any other University or institution.

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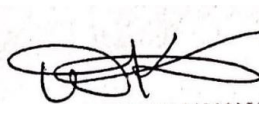
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### Recommendation

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## **DEDICATION**

I dedicate this thesis to my family members for their forbearance, moral support and prayers during my postgraduate studies.

## **LIST OF ABBREVIATION AND ACRONYM**

<b>BBC</b>	British Broadcasting Corporation
<b>CEBs</b>	County Education Board
<b>CEO</b>	County Education Officer
<b>DQAS</b>	Director Quality Assurance and Standards
<b>DQASO</b>	Directorate of Quality Assurance and Standards Officers
<b>ESQAC</b>	Education Standards Quality Assurance Council
<b>HODs</b>	Head Of Departments
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KESSP</b>	Kenya Education Sector Supports Programs
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science And Technology
<b>QA</b>	Quality Assurance
<b>QASO</b>	Quality Assurance and Standards Officers
<b>SPSS</b>	Statistical Package For Social Sciences
<b>SSAT</b>	Self- Designed Social Studies Achievement Test
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>US</b>	United States
<b>USA</b>	United States Of America

## **ACKNOWLEDGEMENT**

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## **ABSTRACT**

Supervision entail one of quality assurance techniques that are used to ascertain that teachers conduct teaching within the expected level of student engagement and school academic performance. This study was conceptualized out of the current demand for intensive school-based instructional supervision to mitigate increasing reports of low teachers' academic performance and inadequate by the QASO officers in Kenyan public secondary schools. Noting that teaching supervision is first lined as a duty of quality assurance of both HODs and principals, the present study examined the influence of supervision practices on teachers' academic performance in public secondary schools. Specifically, the study covered the contribution of classroom visits on teachers' performance; influence of classroom observations on teachers' performance; evaluate the degree to which checking of professional records influences teachers' performance; and examine the work related barriers that affect the supervisory duties of QASO officers in the county. The investigation employed descriptive survey research design and targeted a population of 8 principals, 48 HODs and one Sub-County CASO. The census method was used to select all the 57 participants to form the study sample size. Survey questionnaire was adopted to collect primary data from HODs and principals where interview schedule was adopted for the QASO officer and document analysis guide. A pilot study was carried among three principals, 18 HODs and three Sub-County QASO who were not within the study location. The gathered information was validated, then coded and analyzed through descriptive statistics and content analysis. The study findings established that the principals and HODs observed and evaluated teachers through face to face visits, they have prepared a timetable to regulate time for the entire school, they checked whether each class contained a copy of timetable which is used in the classroom lessons to ensure that the respective parts of the lesson plan cover the allocated time for effective management of time. The research also confirmed the availability of learning and teaching resources but at the same time this resources were not adequate. Also, it was indicated that QASO officers were limited with finances which restricted them from visiting and supervising public secondary schools on regular basis as required. The financial constraints which was as a result of delayed and poor fees payment inhibited provision of prerequisite facilities to attain the set education objectives that is academic improvement. Teacher turn-over and insufficient staffing has resulted to some public secondary schools to opt for BOM teachers so that to manage the work load. This has resulted to some schools to contain more BOM teachers than TSC teachers which heighten financial constraints. Thus, it was recommended that principals of the public secondary schools increase the frequency of classroom visitation by designing an elaborate plan on how to do it and spread it across all the classes. Moreover, principals should make a routine in checking of student's exercise books more often so that they are capable to contain an overall picture on lessons taught in classes in order for them to be well informed on the areas to be corrected and detect laxity in teacher. Principals should make sure that they regularly check professional documents of teachers to design strategies for example on a weekly basis, teachers submit records to close-check on the instructional processes in public secondary schools. Finally, the QASO officers should make sure that the respective principals optimize instructional time and monitor closely academic achievement of students. The

use of workshops seminars will assist to strengthen classroom visits of principals in order to adhere to lessons and provide feedback to teachers. It was suggested that further research to be conducted to investigate the role of principal in the administration and management of curriculum instruction on students' academic attainment.

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# **CHAPTER ONE**

## **1.0 Introduction**

Education is both a human right and transformative agent in the contemporary society. In understanding of this, deliberate effort has been invested both globally and regionally in order to avail quality of education through supervision practices (United Nations Educational Scientific and Cultural Organization [UNESCO], 2011). This chapter provides overview of supervision of teachers internationally, regionally and in Kenya respectively. It entails statement of the research problem and supervision gaps necessitating the need for this study. The study research objectives and research questions were also included to guide and focus the study. Limitations to the study were discussed along with the delimitations and significance of the research. The chapter has concluded by providing definition of key terms in the study.

## **1.1 Background to the Study**

In the society, education for boys and girls is very important. It helps them to be empowered and have a fulfilling experience that help them to maximize on their potential in society. Thus, both genders are eligible to accessing of education to enable them attain the prerequisite skills and knowledge which will help them to transform the society. Hence, education is very important because it enables the individual in question to be successful and productive in the future. The emerging economies has prioritized in the improvement of quality of education in schools and academic achievement as it contributes a lot in development of the economy (Aguba, 2009). Newstrom and Bittel (2002) describe quality of education contribute a lot in learning outcomes. In the delivery of quality education, it is dependent on the level of trainings teachers in question have acquired and how well these teachers have been trained (Kramer et al., 2005).

Archibong (2008) describe supervision practice to entail the activities conducted with a sole purpose bettering learning and teaching of students. It represents collaborative efforts that involve activities which are designed in the improvement of learning process (Aguba, 2009). Personnel supervision entail another category of supervision that deal with activities with aim of motivating, mobilizing and sensitizing the staff in public secondary schools. This type of supervision is to ensure that staff performs very well their respectful responsibilities of the stated objectives in the system of education (Kramer et. al., 2005).

Globally, example of England, clinical supervision started as the process of inspection of the external environment where local citizens were chosen to examine the methods embraced by teachers in teaching and learning of students. Thus, the examination process remained embedded in practicing of supervision. The supervision exercise started as a formal activity in the year of 1830s after the formation of the common schools. The superintendents were employed to inspect and examine schools making sure that the teachers in question followed the stipulated curriculum and the respectful students were able in reciting their lessons (Godhammer, 1980).

The origin of clinical supervision has emerged from American system of education where the entire system of schooling was left in the hands of local authorities. In most cases, supervision was tackled by the clerics, citizen committee, the trustees, school warden, and selectmen who were laymen. The supervision practices were employed in the administration and management of schools to fulfill the stipulated curricular to improve learning and teaching process. This was called as inspection due to its autocratic nature which indicated the association of teachers and supervisors and this began to diminish during the co-operative group effort in the year 1937 and

1959. There were experiences of teacher shortages because of growth of towns and expansion of population which necessitated employment of untrained teachers, this necessitated clinical supervision (Okumbe, 2007).

Empirical investigations on nature of supervision practices conducted in various schools in the three Asian nations that is Thailand, India and Malaysia. The study results established that there existed a cold war between supervisors and teachers as the supervisors were used to exert and control power. Majority of teachers covered indicated that supervision was meaningless exercise which had no value but just completion of required form for evaluation. In history, supervision is imbedded in the bureaucratic type of inspection but this attitude is gradually changing. In several countries, the supervised teachers feel that they are demoralized with the exercise (Sharma et al., 2011).

In the African continent the concept of clinical supervision is as old as it is the western type of education in Africa. A research conducted by Newstrom and Bittel (2002) where 70 percent of teachers who were in participation acknowledged that teachers gave feedback after supervision. The study suggested for a planned classroom visits whereby the respective teachers were consulted. For instance, in Tanzania the principals were required to contain greater levels of accountability and transparency in supervision of teachers (Mwenisongole, 2020). In Uganda, the commission which was formulated in 1924 found that the education department was responsible of developing syllabus and supervised how it was being executed in schools. The 1970 education Act in Uganda, provided legitimate powers to inspectors for visiting schools at any required time. The principal was informed of the intended purpose of the visit by the respective inspectors. In Nigeria, the instruction supervision started as external process of inspection supervisors. The

supervisors had little or no training at all in terms of concept, ethics and supervision practice. Upto 1967 the schools were controlled by the government where supervision was in the hands of missionaries (Alimi et al., 2012).

Locally in Kenya, supervision in the education sector, historically can be traced back to the period of colonialism following the Ordinance of 1924 in education which stipulated that all schools be registered and be open for inspection by the director of education (Sifuna, 1990). In the year 1964 when Kenya attained its independence, the recent inspectorate was initiated by the education council of the year 1964. This has undergone through various series of changes to what it is today. Recently, the Ministry of Education set up the Directorate of Quality Assurance and Standards where the school inspectors are known to as QASO officers (Quality Assurance and Standards Officers). The mission of the directorate is to establish, improve and maintain the standards in education in amid to provision of quality assurance feedback to all stakeholders of education. The directorate department safeguards effective delivery of monitoring of curriculum in various schools in ensuring effectiveness. These officers were also required to advice schools on the best ways to improving quality in learning. With the recent policies in education, the DQAS is required to act as a team and not policing service as it had been conceived in the recent past Kenya (Education Sector Support Program [KESSP], 2005).

The Act (2013) of the education sector emphasize on how clinical supervision is necessary by the establishment of Standards and Quality Assurance Council whose role is the assessment of teachers and the maintenance of relevance and quality standards in education institutions of elementary education. Moreover, the act allows the Teachers Service Commission (TSC), Cabinet Secretary for education, County Education Board (CEBs), and National Education Board, national

quality assurance bodies with a clear mandate on the maintenance of standards quality and relevance in education and training. Several investigations have been conducted in an effort of addressing clinical supervision practice to contribute to academic performance. Okeke (2001) and Peretomode (2004) established that supervision practices were affected among other things, financial status, learning resources, team work and staffing levels. The research deduced that principals' supervision practices were affected by learning resources, staffing levels, financial status and staffing levels (Nolan & Hoover, 2004).

The interest to establish the influence of supervision practices on teachers' academic performance in public secondary schools within Turkana Central Sub-County, Kenya emerged due to the concerns over the overall poor performance in the Kenya Certificate of Education in secondary schools in Turkana Central sub county as reflected by the results of 2015, 2016 and 2017 consecutively as indicated in Table 1 below. The listed names in the Table indicates the fictitious for the purpose of privacy and confidentiality otherwise these contain the true records in the District Education Office.

**Table 1.1**

*Mean Score of Secondary Schools in KCSE between 2015-2017*

<b>SCHOOL/YEAR</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Turkana Girls Sec	6.91	6.75	7.25
Moi High Sch Kalokol	4.55	5.05	5.45
Erait Girls High Sch	4.71	4.27	4.09
St Kevin Sec Sch	4.47	4.16	4.28
Turkana Girls Sec	4.07	4.42	4.69
Lodwar Boys High Sch	4.05	4.91	4.53
Transafrica High Sch	4.39	4.46	4.75
Salvation Army	4.51	4.71	4.36
Nawoitorong Sec Sch			

**Source: (Turkana DEO 2018)**

This kind of results deny most students“ opportunity of further education in universities and other tertiary institutions hence the need to investigate the influence of clinical supervision practices on teachers’ academic performance in public secondary schools within Turkana Central Sub-County

## **1.2 Statement of the problem**

Effectiveness of clinical supervision is very essential for the government to accomplish its stipulated objectives and goals in the provision of fundamental education that is appropriate to developmental agenda. The Sessional paper no 1 of 2005, KESSP (2005) and Koech report all attribute good academic performance to effectiveness of supervision by both principals and QASO officers. The Kenyan government indicates the significance of supervision practices in enhancing’s teaching and learning and it has made numerous efforts to enhance the quality assurance thus enhancing academic performance. Efforts have also been made to rationalize workload, operationalize zones and institutions to ensure that quality assurance are available to all learners. To facilitate quality education, financial allocations have been provided to the QASOs to enable them function effectively. Numerous in-service training, workshops and seminars on supervision have also been offered to principals (Ministry of Education Science and Technology, [MOEST] 2005).

However, despite these efforts, there are reports on poor student learning outcomes as observed by Cabinet Secretary for Education (Machio 2014). Moreover, a study by Uwezo Initiative (2015) stipulate that learning levels in primary schools were low as most children in primary levels

completed schools without basic competencies. This is likely to affect learners greatly at the secondary level and is attributed to lack of supervision practices of teachers. The KCSE results in Turkana Central Sub-County have normally been poor in the last 3 years consecutively. This is reflected in the KCSE result analysis below for Turkana Central Sub-County as provided by the DQASO during the Turkana Central Sub-County Education day.

**Table 1.2**

***KCSE result analysis for 3 years in Turkana Central Sub-County***

<b>SCHOOL/YEAR</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Turkana Girls Sec	6.91	6.75	7.25
Moi High Sch Kalokol	4.55	5.05	5.45
Erait Girls High Sch	4.71	4.27	4.09
St Kevin Sec Sch	4.47	4.16	4.28
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Transafrica High Sch	4.39	4.46	4.75
Salvation Army	4.51	4.71	4.36
Nawoitong Sec Sch			

Therefore, it is against this background this study rose to establish the influence of clinical supervision practices and teachers' academic performance in Turkana central sub county, Kenya.

### **1.3 The purpose of the study**

The purpose of this study was to establish the influence of clinical supervision practices and teachers' academic performance in Turkana central sub county, Kenya.

### **1.4 Objectives of the Study**

Specifically, the study addressed the following objectives:

- i. To assess the clinical supervision practices used on lesson observation delivery and documentation that used by QA's officers in Turkana Central Sub-County.

- ii. To determine the effect of teaching and learning materials available in public secondary schools in Turkana Central Sub-County.
- iii. To establish the effect of checking of teachers records on teachers' academic performance in public secondary schools in Turkana Central Sub-County.
- iv. To identify the challenges faced by QA officers in enhancing teachers' academic performance in schools in Turkana Central Sub-County through clinical supervision.

### **1.5 Research Questions**

- i. What are the clinical supervision practices used by QASO on lesson observation delivery and documentation that used by QA's officers in Turkana Central Sub-County?
- ii. What are the teaching and learning materials available in public secondary schools in Turkana Central Sub-County?
- iii. How does checking of teachers records affect teachers 'academic performance in public secondary schools in Turkana Central Sub-County?
- iv. What are the challenges faced by QA in enhancing academic performance in schools in Turkana Central Sub-County through clinical supervision?

### **1.6 Significance of the Study**

This research enables the planners in the Directorate of Quality Assurance and Standards Officers (DQASO) in ensuring quality in academic institutions. The officers also utilize the findings in the identification of limitations in the supervision tools to improving them for example being friendly to teachers. These practices also are useful in the public secondary teachers and principals in improving teaching and management of schools as the study findings might reveal ineffectiveness in methods of teaching and management in the midst of teachers and commend effective

supervisory practices which results to attaining the set objectives of the school. The study enables the respective principals design supervisory policies in effective running of schools. The Ministry of Education (MOE) will apply the results in formulating programmes with regard to teachers to assist them in monitoring and running of schools. The study forms a basis for further research with a view of improving the quality of supervision practices in public secondary schools. The education administrators will also benefit as the findings will be enhance to its pool of knowledge which will assist to improve quality of education and also form a basis for further studies on effectiveness of supervision.

### **1.7 Limitations of the study**

Limitations of research entail aspects that negatively influence the research and which the investigator has no control over it (Mugenda & Mugenda, 2010). In this research it seemed like the respondents were sharing information which was bound to affect the objectivity of the findings. The sampled respondents may not reflect the entire population of the study. In this case the researcher ensured that the sample was as representative as possible. Time constraint was also a factor as the researcher used to work while studying. This was catered for where the researcher sought four months leave to gather the information and write the final report. The study was also limited as it only adopted system theory and motivation theories to study the subject matter. Despite this, the theories were well discussed and linked to objectives of the study to offer explanation regarding to the influence of clinical supervision practices and teachers' academic performance in Turkana central sub county, Kenya. However, to minimize this problems, the investigator appealed to the participants to be frank where they were assured that their responses

will be kept confidential and only be used for academic purpose. The researcher also did not have control to other variables that had influence in the study.

### **1.8 Scope of the Study**

The main purpose of this study was to establish the influence of clinical supervision practices and teachers' academic performance in Turkana central sub county, Kenya. The study covered a period of 3 years that is 2019-2021. The study embraced mixed methods where qualitative and quantitative approaches were used to answer the research question. Two theories were adopted to offer explanations on the subject matter where data was collected from QASO officers, principals, and heads of departments of the selected secondary schools.

### **1.9 Basic Assumptions of the Study**

The study assumed that the survey questionnaire generated contained valid research questions. In addition, the study assumed that there were supervision activities being carried out by QASO in public secondary schools in the sub county, the QASO faced challenges in conducting of instructional supervision in public secondary schools, instructional supervision by QASO had effect on the curriculum on the curriculum of public secondary schools and that there was adequate supervision by QASO and means of improving it need to be identified and adopted.

## **1.10 Operational Definitions of Terms**

<b>Clinical Supervision Practice:</b>	It refers to those methods and techniques used by school principals in Turkana Central sub county to ensure that teachers have carried out their teaching as expected.
<b>Instruction:</b>	It is used in this study to mean the strategies employed in Turkana Central sub county to teach and learn by the respectful teachers in the facilitation of classroom lessons.
<b>Instructional material:</b>	In this study the term is used to refers exercise, books textbooks, and all the resources available in Turkana Central sub county secondary schools that can assist the respectful teachers in instructional practice
<b>Instructional supervision:</b>	In this study the term is used to mean ongoing and periodical formative practice conducted in the classroom with the solely purpose of improvement of instructional practices of teachers and performance of students in the normal classroom teaching in Turkana Central subcounty
<b>Instructional supervisor practices:</b>	It entail the process used to improve learning and teaching which is provided by the needed services to teachers in Turkana Central subcounty

<b>Performance:</b>	it entails the degree in which the institution, student and teacher Turkana Central subcounty have attained their goals in education.
<b>Practices:</b>	it entails the activities for example checking of professional records, classroom observation, class visits, post-observation conference by principals in Turkana Central subcounty public secondary schools
<b>Principals:</b>	This is used to mean those leaders in Turkana Central subcounty secondary schools who are mandated the responsibilities of leading and heading schools purposely in the achieving of the set objectives and goals.
<b>Public secondary schools:</b>	Entail to institutions of government in Turkana Central subcounty that bid to offer post-primary education from form 1 to form 4 which are government funded institutions through Free Secondary Funds.
<b>School:</b>	Refers to secondary school institutions Turkana Central subcounty leading to attainment of Kenya Certificate of secondary education (KCSE).
<b>Supervision practices:</b>	It entail the activities which include checking of professional, post-observation conference,

classroom observation, and class visits by principal in Turkana Central subcounty secondary schools.

**Supervisor:**

It is defined to any individual for example principal, deputy principal, inspector of school and teacher who is experienced of any other qualified individual who is directly entrusted with supervisory roles to administer the subordinates and assist them in the improvement of school and classroom instruction.

**Teacher:**

Refers to a person who provides education for students.

**Teaching and Learning Resources:**

These are the primary school facilities, personnel, financing and leadership used in teacher's performance in the classroom environment

**Quality assurance:**

It refers to the procedures followed in assessing and reporting on the progress of academic institutions in ensuring that there is smooth running and co-ordination of learning process

**Quality assurance officers:**

Refers to the officers appointed by the MoEST to assess the curriculum and their aspects of schools with view to establish whether regulations are followed.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The study focused on the influence of clinical supervision practices and teachers' academic performance in Turkana central sub county, Kenya. This chapter include; theoretical framework whereby theories and models underpinning the study were explained, the empirical review was also looked into where specific objectives were explained. These included classroom visits, classroom observations, checking of teachers professional records, and work related barriers on supervisory duties. Also, conceptual framework was drawn to show the association between and among the studied variables and finally operationalization of the variables. A theoretical and conceptual model underpinning the research has been discussed in details. The study covered theoretical framework, empirical review, conceptual and operationalization frameworks to discuss the variables investigated.

#### **2.2 Theoretical framework**

According to Krishnaswamy (2009), a theory refers to those propositions or universal sentences derived through empirical evidence which are capable to agree and corroborate. There are various theories and models that emphasise on quality assurance. Such theories and models are integrative learning, human capital, the system theories and the effective schools model. In this study, the following theories were applied:

##### **2.2.1 The System Theory**

This theory was pioneered by Ludwig Von Bertalanffy in the year 1968. A system comprises an assembly of parts which are combined together to complete a general objective. A fundamental

premise of this theory is on interactions hence it centers on relationships that can result to sustain behavior of a single autonomous element which differ from other elements of interaction. The theory is also premised of differentiating the three types of systems that isolated, open and closed. Open systems contain exchanges of matter, individuals, energy and data in the external environment but in the open systems no data and matter is exchanged but it is just the exchanges of energy. There is no exchange of elements in the isolated systems. Open systems examine the association among the organizations and the involved operational environment. The present study focused on the capacity of public secondary schools to acclimatize to uncertain environmental conditions (Katz & Kahn, 1978).

In this case, a school is an organization which encompass of various parts which work in unison in the accomplishment of the stipulated goals. Thus, the school system is open as it receives input which comes from society and it also gives out its output to the society. The school receives teachers, parents and students. All the activities in the school environment are coordinated by the principal as he/she conducts the instruction supervision which include to the checking records of teachers of work, students' notes and classroom observation play a major role in the realization of the institutions objectives. Public secondary schools in Kenya compose of open systems in which the interconnected components are linked together to accomplish the set goals for academic achievement. The school is in the form of open system as it obtains the input from the respective society and it also gives an output to the society. The school receives teachers, parents and students. The principal coordinates all the school activities to conduct his/her instructional supervision work. Therefore, it is very important to check teacher's records on the work of students they teach and guide as it play a very critical role in the realization of set institutional goals (Wendy & Mary,

2006). The teacher, students and parent as representatives of the environment influence the function of the system at a greater percentage. It is also applicable that the institution as a processing unit shapes the environment. Therefore, effective supervision practices play a major role in the success of an individual student, school and the entire community.

### **2.2.2 Motivation Hygiene Theory**

Herzberg developed this theory in the year 1956 to describe and underscore the term of motivation. Basically, the theory is premised on the way to produce motivated and satisfied workers and employees in the teaching profession. The implicit to this theory is the overall framework to accepting dual state which exist in happiness or unhappiness, dissatisfaction or satisfaction, extrinsic and intrinsic and mastery status (Sachau, 2007). This theory of hygiene still remains to fundamental in good management principals. According to Malik et al. (2010), this theory governs and influence academic attainment and outcomes. This means that the set goals of any educational organizations can be attained when the respective workers are greatly motivated. Thus, the teachers who are motivated and well rewarded are more satisfied which contribute to them perform high than the ones who are not motivated at all (Iwu et al., 2013).

Mustafa and Othman (2010) indicated that motivation of teachers and their performances are significantly and positively connected to each other. Moreover, a school environment where motivation and rewards are practices, there low turnover of teachers as their needs and requirements are well taken care of which result to concentrate of delivery to students (Nahavandi & Mukundan, 2014). This implies that a well-motivated teacher or employee enable to decrease staff erosion by refining employees to have a desire of maintaining organizational membership. There exist various components that result either to job satisfaction or dissatisfaction and they are

classified into two thematic areas. They include motivation and hygiene factors where motivation components they include advancement, work, achievement, recognition and responsibility. They are intrinsic elements connected to work content thereby the contribute to a long term satisfaction where when this is attained will result to job satisfaction, self-actualization and personal growth. The hygiene elements entail the extrinsic and are connected to the setting of school/business environment. They comprise interpersonal relations, job security, policy practices, benefits, physical working conditions, salary and supervision (technical quality) (Miner, 2005). Herzberg described that the significant variation between hygiene and motivational elements is that they all involve psychological growth while the hygiene elements entail both psychological and physical pain avoidance (Sachau, 2007). On the same note, for the respective school management create motivated teachers, employees, with greater level of performance, hygiene elements must be maintained at a level which is satisfactory. On the same breadth, the motivation elements must be availed and presented so that to motivate and satisfy teachers (Strandberg & Vigsø, 2016). This theory was applicable and relevant to the study as it enabled to identify needs required by teachers as recipe the supervision practices and their performance in public secondary schools in Turkana Central Sub-County, Kenya.

### **2.3 Empirical Review**

The main purpose of this research was to establish the influence of supervision practices on teachers' academic performance in public secondary schools within Turkana central Sub-County, Kenya. The study covered how classroom visits influenced teachers' academic performance, classroom observations and teachers' academic performance, checking of professional records and teachers' academic performance, and the work related barriers versus QASO supervisory duties.

### **2.3.1 Classroom Visits and Teachers' Performance**

In public secondary schools and the school environment in general, classroom visits is the most considered factor in clinical supervision. Hence, this enable teachers' expertise to be developed to embrace scientific practices while delivering particular content or subject which is viewed as intense long-term process of development (Kim & Fortner, 2008). In the critical examination of what supervision entail, Olembo et al. (2004) it concerns itself to the tactic of effective management of individuals and their respective features of administration that uphold the set goals of administration. Thus, clinical supervision entail rationale and practice which is designed to increase the teachers' academic performance. This study examined data in regard to principal's clinical supervision in the events that are conducted in the classroom environment where the connection of the supervisor and the teacher were established. The study results reflected programme procedures and strategies in the education sector were formulated to increase learning of students and increasing behavior of students (Olembo et al., 2004).

Glickman et al. (2010) conducted a study on the perceptions of teacher's supervision and evaluation which reflected school improvement practices in age reform in United States of America. The research adopted a sample size of 74 teachers in 10% elementary schools in Arkansas City to gather information using online survey tool to assess the perceptions of principals' supervision in both pre-observation and post-observation conferences. Descriptive research design was employed where quantitative technique was employed for analyzing data. It emerged from the findings that principals and teachers should cooperate and work together in providing instruction to increase student attainment in the implementation of school reform. This study differs from the current study as it was conducted in a different context (USA), it used only

quantitative technique and targeted only teachers for interviews. The current study will employ both quantitative and qualitative techniques and collect data from principals, head of departments (HODs) and QASO officers in Turkana Central Sub-County.

Namunga (2017) conducted a study on influence of supervision practices in learning and teaching in Bungoma County. A mixed research methods was embraced where descriptive survey research design was employed. The research used both simple random and purposive sampling techniques to select 44 principals, 369 prefects and 369 class teachers respectively. Data was collected by using questionnaire and interview. The research confirmed that positive connection existed between supervision of instructional practices and hence deduced that teaching was influenced by supervision of instructional practices in Bungoma County. The study was conducted in different County but not Turkana County and did not interview the QASO officers to give more insights on supervision of instructional practices.

Muraya and Wairimu (2020) analysed on mentoring of teachers on classroom practices in Kwale County Kenya. The research adopted a quasi-experimental research design where 40 cohort teachers were chosen in the 22 public primary schools and mentored for a period of 20 months. The study adopted classroom observation tool to gather the information and managed to attain a reliability of 0.84, 0.81 and 0.79 respectively. The research repeated measures of teacher mentoring and ANOVA. From the research results, it was indicated that mentoring of teachers improved teachers' classroom practices hence they should be integrated in Kenyan schools.

Gacheri (2017) conducted a research on classroom management practices on students' academic attainment in Tharaka Nithi county. The study used classroom discipline management, instructional supervision, classroom instructional methodologies and supportive feedback on students' academic achievement. The research embraced a descriptive survey where 55 principals', 3150 students and 102 teachers were targeted. The study used 355 respondents as the sample size using both purposive and stratified sampling. The study adopted both descriptive and content techniques to analyze the collected data. The study findings established that classroom discipline management practices, instructional supervision done by principals, supportive feedback through encouragement of learners and classroom instructional methodologies influenced learners' academic achievement positively.

It is clear that various empirical investigations have been conducted but however there still exist contextual, conceptual and methodological gaps. For contextual gaps is those studies conducted outside of Kenya for example Glickman et al. (2010) who covered teachers' perception of supervision and evaluation. Different settings or countries differ in terms of socio-cultural, economic, political and technological advancement. Thus, they adopt different approaches and strategies on issues with to learner's education. Conceptual gaps emerge where you find a study has handled different variables and omitted others for example in Kenya (Chepkuto, 2012) examined on QASO officers to curriculum implementation which differed from the current study. Methodological gaps can emanate where different research designs, sample size, research instruments and data analysis techniques have been used. For instance, Muraya and Wairimu (2020) employed only classroom observation tool, leaving others like face-to-face interviews, survey questionnaires which were embraced by the current study.

### **2.3.2 Influence of classroom observations on teachers' performance**

This entail a quantitative technique in assessing classroom activities from observations that stipulates both the behaviors and events that are observed and these events are recorded. Basically, the information gathered using this approach focus on frequency in which particular behavior occurred in the classroom and it measures their period (Hersh, 1995). Cunha et al. (2017) examined coaching and classroom observation on improving performance of teachers in Brazil. The study did a random evaluation where education program was evaluated for expert coaching and classroom observation feedback of teachers. An ITC-based model was employed where the analysis confirmed that increasing teachers' time on the instruction and student's engagement was very successful.

Garba et al. (2019) examined classroom visitation of principals and its effect on teacher's instructional practices in secondary schools, Bauchi State in Nigeria. Particularly, the investigation explored principals' execution of classroom visits, effect of principals' classroom visitation and recommend on the increment of instruction practices. A cross-sectional survey research was adopted where 385 teachers and 29 principals were selected by the use of random sampling. The study embraced both survey questionnaires and document observation checklist to gather the information required for the study. A statistical packages for social sciences was employed for data analysis. The study results showed that most of the principals in Bauchi state public secondary schools did not execute procedural lesson observation. Baxer (2018) set to identify the effect of classroom observations on teacher's performance in Tennessee board of education. The study employed a regression discontinuity research design where a dataset of 2012 to 2015 was used to estimate the effects. The study used system theory of assets where it was recommended that more

observations to be conducted per year to improve teacher's performance. Therefore, it was identified that the effects were moderated by factors like teacher's perceptions on observation, teacher years' experience and grade level.

Hofer (2016) examined the effects of collaborative feedback and classroom observations in evaluating the performance of teachers. The study used in-depth interviews using FFT model to evaluate performance of teachers as required by the laws of the state. The study established that the performance of teachers improved with long-term usage of FFT indicating that once the tool is embraced can always lead to instructional improvements. Kerwin et al. (2018) analyzed teacher's effectiveness in Africa using longitudinal and causal estimates in school-based in Northern Uganda. The study adopted random sampling to select the students of the study. The study employed a classroom observation information and a detailed survey where it established that teachers' characteristics were not corrected with teachers; effectiveness but connected with teaching behavior in the classroom. It was also found that training of teachers and support improved the variation of teachers' effectiveness by making the most effective teachers relatively better than the least effective teachers.

USAID (2015) conducted a survey to examine education policy and teaching in Sub-Saharan Africa. Eleven (11) Sub-Saharan Africa nations were included in the study where professionalism of teachers, learning outcome of students, and their conduct, teaching practice and teacher characteristics and classroom-level inputs were examined. The findings of the study established that the reviewed SSA countries plans and policies on teachers were used to describe the profile of an ideal teacher and the workforce in general. It was established that the articulated profile in

plans and national policies inclined to stop after the description of features of teachers as an alternative of extension of instructive contacts that teachers contain in classrooms.

Ndidi and Effiong (2020) analyzed influence classroom environment and academic attainment of students in Calabar Nigeria. The study assessed mathematics achievement and classroom setting on secondary school students. The investigation embraced ex-post facto quasi-experimental design and designed hypotheses which was tested on two variables that is instructional materials and class size of students' academic attainment of mathematics subject. The study employed 700 students from the public secondary schools using simple and stratified sampling procedures. The study employed a survey questionnaire. The findings of the study showed that availability of instructional facilities and class size positively influenced academic performance of students in mathematics in Calabar Nigeria.

Rose and Sika (2019) determined the influence of workload of teachers on academic achievement. The research targeted 33 secondary schools, 1,035 students from form four was targeted, 164 teachers and 33 head teachers. The study used stratified sampling technique to assess the respondents who participated in the research. The study established that a relationship existed in the studied variables. Jepketer (2017) examined teaching strategies and academic performance of students and curricular activities in Kenya. The study employed a survey questionnaire, observation schedule and interview guide as the instruments of data collections. The study used a descriptive study to analyze regression and correlation analysis. The study established that teachers encountered challenges in implementation of quality instructional strategies in the realization of optimum performance of students.

Wanjala and Wanjala (2017) conducted a research to analyze the level of teachers' efficiency in work performance in public secondary schools Kenya. Specifically, the research examined the management strategies in classroom used as the monitoring tools for effective provision of education, preparation of lessons and use of teaching-learning time for efficiency in work performance in public secondary schools. The research used a descriptive survey design where document analysis, observation checklist, survey questionnaires, classroom observation schedules were used as data gathering the instruments. The study adopted random sampling to select 234 students, 30 teachers and 3 head teachers. The research employed descriptive statistics to analyse the data. From the analysis of the findings, it was established that teachers in most cases prepared for their lessons but they not utilize teaching-learning time well. at the same time, the findings of the study showed that the classroom management strategies used were inappropriate and therefore it was suggested that in-service training programme included in the educational programme.

Various empirical investigations have been conducted globally, regionally and locally on classroom observations on teachers' performance but these have been covered in different settings, and for the case of Kenya these researchers have been conducted in different counties and covered various parameters other than supervision practices on teachers' performance emphasizing Turkana County.

### **2.3.3 Checking of Teachers Professional Records and Teachers Academic Performance**

In Sessional Paper No. 1 of 2005 expressed in the Kenya Policy Framework in education, Training and Research provide a foundation where the government is committed to provide quality training and education in the Country (MOEST, 2005). At the same time, the Kenya Education Sector Strategic Programme (KESSP) was adopted as mechanism where all the events with regard to quality and standards were operationalized and suggested the institutionalization and regulation of CPD of teachers. This is probable by creating a vital institutional framework to meet the requirements of quality assurance in public secondary schools.

Therefore, checking of professional records of teachers is a requirement which aid instructional supervision to be conducted. They are significant as they help in providing a direction of learning and teaching process. Teachers are required to possess professional documents to enable them be effective in times of interaction with students or learners. Principals or head teachers has been bestowed with the responsibility in ensuring that the teaching staff possess adequate preparation in engaging with learners during the learning process. Hence, teacher's preparedness is key in the planning of class work because it is connected with academic performance of students (Nzomo et al.,2000). Schools' performance improvements are dependent on to what extent professional documents are prepared.

The UNESCO report (2011) examined teachers' shortage in respective schools where it highlighted resignation and recruitment of teachers as the critical cause. The study found that recruitment of teachers in the year 1998 impacted greatly the shortage of teachers where those died, retired and resigned were not replaced. Thus, the teachers who were left had to work tirelessly

without being compensated the extra job done. The most important resources in various schools among them were found to be teachers. The examination indicated due lack of houses within the school compound, majority of teachers walked long distances from their homes or area of residence to their working stations. This resulted to some teachers not attending some lessons hence learning of students was affected negatively resulting to poor academic performance.

Olayinka (2016) conducted a study which examined the instructional materials and academic achievement of secondary school's students in Ekiti State in Nigeria. The population of the study was junior class II pupils here 180 respondents were used as the sample size. The research used a 30 multiple-choice self-designed social studies achievement(SSAT) where estimation and test test-re-test approach was employed to assess internal consistency of reliability. The study tested four hypotheses to test level of significance where the ANOVA tool was employed to analyze the gathered data. The study results indicated those students taught by the use of instructional materials performed well than those students taught without these materials. Hence, it was recommended that the teachers in perspective used the necessary instructional materials for teaching and learning.

Awolaju (2016) sought to establish on how students' achievement was correlated with instructional materials in senior secondary schools in Osun State in Nigeria. Forty (40) students were used as the sample size where simple random sampling was adopted to choose two secondary schools from Ilesa east local government area. The study adopted quantitative techniques to gather the information and hypotheses were formulated to test the relationship and significance levels. The findings of the study attested that the teachers who adopted instructional materials performed well than those teachers without instructional materials.

Adalikwu and Iorkpilgh (2015) indicated that school books, desks, books activities and instructional materials contributed to academic achievement. The principals should collect all the possible resources from ministry of education(MOE), various organizations and the community at large in ensuring that the available resources are utilized. Gakuru (2019) teaching in various classrooms without windows, lockers and doors resulted to teachers' insecurity. Therefore, from the foregoing reviews, it is clear that instruction resource availability increase students' academic performance in all the studied subjects. In the emerging economies, returns on investment on provision of books and other learning resources is clear as they contribute to academic performance. On the same note, Murungi (2019) supports these findings when he pointed out that schools with best instructional materials were among top achievers bearing in mind that teachers were among these resources.

Inadequate resources in the education sector have resulted to the government of Kenya and its partners to rely on both multilateral and bilateral donors in effort to supporting critical projects conducted in education sector which include construction of institutions and classes, purchasing of learning equipment's, buying of textbooks and supporting school feeding programs et cetara. It widely accepted that physical facilities in schools such as books, classrooms and desks directly correlated with good academic performance. Ayoo (2002) supported this claim when he examined the education situation for girl child in Kenya. The study indicated that where schools were constructed for a particular number of students in mind, they were forced to stretch beyond the set limits of students. In the rural areas, many schools confirm this where you find a school of 400 students accommodating more than 1200 students who are sequenced in the same classroom (Wawira, 2013).

The various studies which were conducted were from different countries and different counties, therefore, their findings cannot be replicated or generalized to public secondary schools in Turkana County. Also, these studies covered different parameters in the measurement of academic performance of students where professional records of teachers were omitted which was covered by this study.

#### **2.3.4 Work Related Barriers Versus QASO Supervisory Duties**

The MOEST Handbook (2000) has elaborated the responsibility of inspectorate and also the same have been done in the Legal Notice Number 11 of 2011/4 on regulating education Standards and Quality Assurance Council. This handbook has provided with a guide to individuals who are inspectors and other education stakeholders on their functions (Republic of Kenya, 2012). Since the introduction of directorate of QAS no evaluation has been conducted with regard to the factors affecting implementation of quality assurance and standards policy.

In the year 2004, the department of Quality Assurance and Standards was renamed to modify the attitudes of both QAS officers and teachers in general (Wanzare, 2012). This stem from Education Act Cap 211 of Kenyan Laws. Their stipulated vision is to provide with quality assurance and standards in assessing all the educational learning institutions except for universities (Wango, 2010). These officers monitor the practices of the stipulated curriculum in ensuring effectiveness and high production in the education sector. The division of quality assurance is supported in an effort to ensuring quality education delivery in both public and private sectors to regulate education (MOEST, 2008). The officers in quality assurance are like any other managers who encounter

various challenges in their daily assignments in regard to clinical supervisory roles in public secondary schools. Among other things, these problems range from development and implementation of the stipulated curriculum and instruction, resources and professionalism, lack of required skills and staff management and interrelationships.

Quality assurance entail a planned and systematic process review of a program or institution that determine whether the stipulated infrastructure, scholarship and standards of education are met maintained and enhanced. Basically, this aim to the provision of appropriate indication in substantiating the claimed quality standards to enable the respective stakeholders in education to be confident in the administration of quality checks hence the level of the outcome is obtained. Therefore, quality standards are crucial in the education sector and activities conducted in school classrooms and other learning environments is equally important to the wellbeing of youths and adults in the future (Manakin, 2010).

Materu (2007) did a study on higher education quality assurance in Sub-Saharan Africa. The population of the study entailed senior government officials from Nigeria, Ethiopia and South Africa. These category of individuals were selected because of the interests to the improvement of quality standards in education in the tertiary institutions. The study results depicted a range of factors that contributed to decline of quality standard in education. The listed factors included poor governance, low external and internal efficiencies, inadequate number of qualified staff, reduction in per unit costs in the rapidly rising enrollments and retirements and HIV/AIDS. These factors prompted governments and institutions to put together various categories of quality assurance mechanisms in an effort to reversing decline of education standards. As reported by Nwagwu, et al. (2009) Nigeria has experienced immense growth in quantitative terms. However, quality

standards seemed to have suffered in the country with all the attendance with consequences. Therefore, without embracing quality standards in the education sector bring wastage and even pose danger to beneficiaries and the society at large.

Quality standards in education has been compromised in South Africa where great number of learners compared to teachers. Nevertheless, the nation has conveyed its seriousness in the management of the sector. Many concerns exist on the challenges of quality assurance standards which include shortage of assessment tools, unavailability of transport and short time frames and notices (Horsolman, 2002). Kairu (2010) analysed quality assurance and standards officer's challenges in supervision of curriculum implementation. The study adopted descriptive research design where information was collected from the QASO officers and principals. Interview schedule and survey questionnaire were used for data collection. The study established that the respondents who were teachers were positive on the critical role played by the QASOs in ensuring that there is quality in education. However, on the same manner, some teachers negatively responded that they failed to execute the suggestions made by the QASOs after being inspected.

Chepkuto (2012) examined on what contributions QASOs had on curriculum implementation. The research used descriptive research design where simple random sampling was embraced and a sample size of 103 teachers were selected. The study chooses 34 primary schools using systematic random sampling. The study results established that QASOs helped in scheme of work preparation, checking children's work, organizing for workshops, advising teachers on change of curriculum, and giving advice and ideas on curriculum implementation. Korir (2019) examined QASOs' supervisory practices and curriculum implementation. The research embraced descriptive survey and random sampling was adopted to select 10% of 128 schools. The study targeted 6 QASOs, 1

subcounty QASOs where purposive sampling was used to select them. The study established that QASOs visited schools once a year and others per a term. It was also established that most QASOs rarely organized or coordinated co-curricular activities.

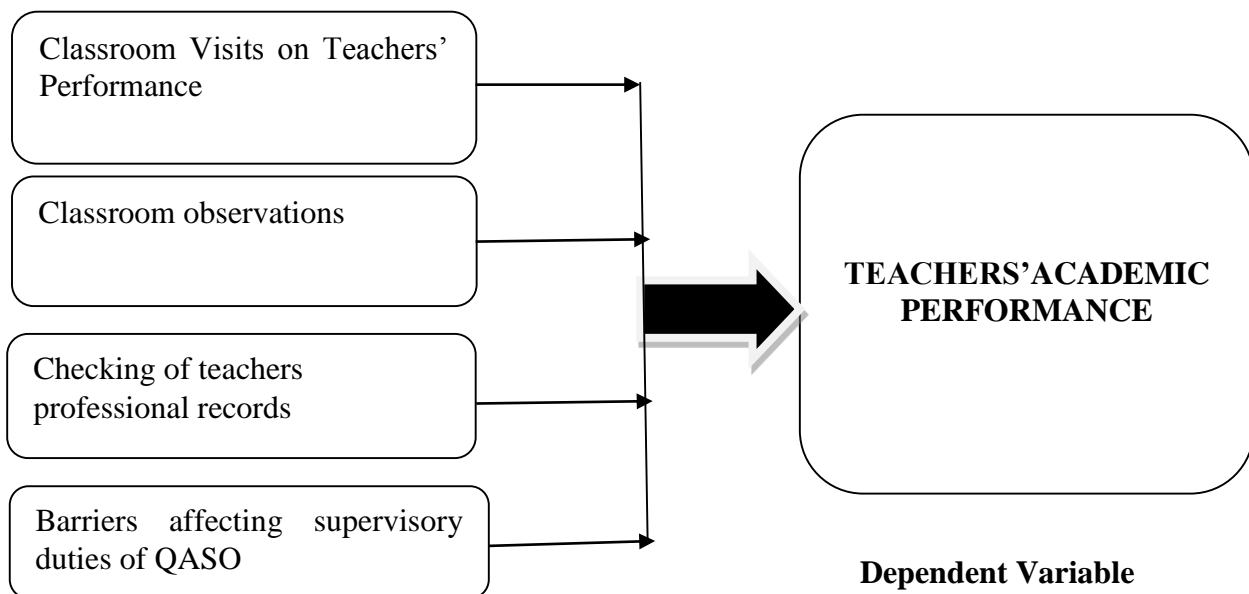
The literature reviewed covered various variables, dimensions, approaches of academic performance and did not specifically examine supervision practices on teachers' academic performance in public secondary schools in Turkana Central Sub-County, Kenya. For example Glickman et al. (2010) was covered in USA and analyzed teachers' perceptions of teacher supervision and evaluation; (Olayinka, 2016) covered instructional materials on secondary schools students' academic achievement in Nigeria, (Gacheri, 2017) covered classroom management practices and on students' academic, Tharaka Nithi county, Cunha et al. (2017) examined classroom observation and coaching on improving teacher performance in Brazil, (Rose and Sika, 2019) examined teachers workload on academic performance in secondary schools in Sub Sub-County Kenya, (Materu, 2007) covered higher education quality assurance in Sub-Saharan Africa status, and (Korir, 2019) analyzed instructional supervisory practices and quality assurance and standards officers. Therefore, from these studies there exist a contextual, conceptual and methodological gaps which these study sought to fill. In contextual gaps are studies which were conducted outside of Kenya while conceptual gaps arise where studies conducted in the same subject matter omitted various parameters in this case other clinical supervision practices. Further, methodological are gaps arise due to the usage of different research designs, instruments of data collection and data analysis techniques.

## 2.4 Conceptual Framework

According to Miles and Huberman (1999), conceptual framework entail a visual diagram which is presented to explain graphically, or in narrative form the variables under study. The figure 2.2 presented shows the association between the variables under study.

**Figure 2.1**

### *Conceptual Framework*



### **Independent Variables**

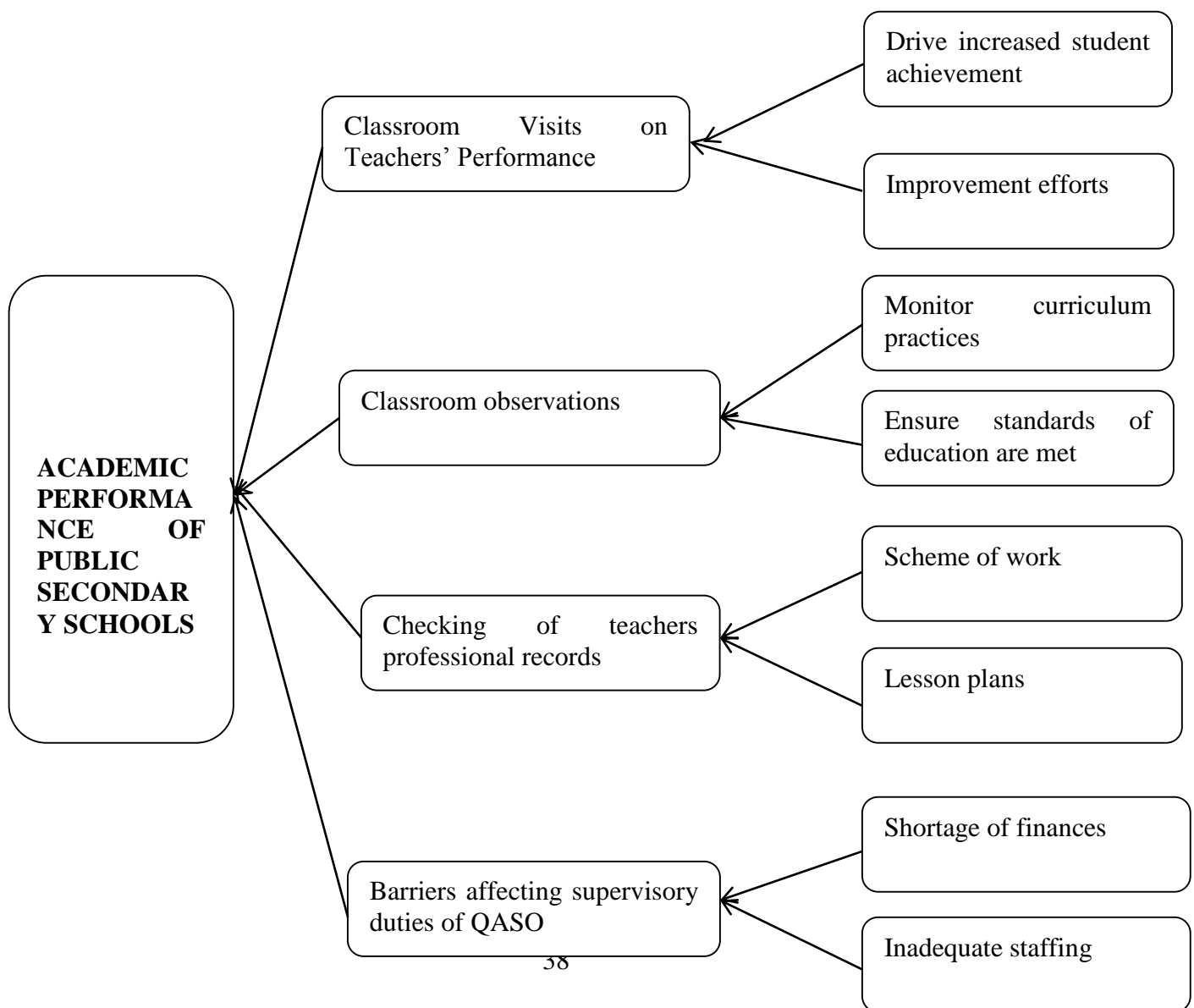
The main aim of this study was to establish the influence of supervision practices on teachers' academic performance. As indicated in Figure 2.1 above classroom visits on teachers' performance, classroom observations, checking of teachers professional records, and barriers affecting supervisory duties of QASO encompassed the independent variables investigated to influence teachers' academic performance which encompassed the independent variable.

## 2.5 Operationalization

Operationalization refers to that method of technique of giving a conceptual definition to a precise and meaningful insight. It simply describes the way to which the independent variables and research indicators are assessed in the research. Therefore, the following operational framework demonstrate the parameters and variables which were used in the current study.

**Figure 2.2**

### *Operational Framework*



The operationalization framework describes the relationship among the variables under investigation. On classroom visits were assessed by whether student increased achievement and that through this visits, teachers were to improve on their teaching efforts. It was indicated that quality standards of education and curriculum practices monitored through regular classroom observations. Scheme of work and lesson plans were used to assess teachers' professional records. Inadequate staffing and shortage of finances were identified as some of the barriers affected supervisory duties of QASO officers. All these influenced academic performance of teachers in public secondary schools in Turkana Central Subcounty.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter discussed the methodology employed for the sake of this study. The methods employed entailed research design the population, sample size, the instruments used for data collection, reliability and validity of research, procedures used in data collection, techniques in data analysis and finally the ethical consideration that were observed during the study.

#### **3.1 Research Design**

In this research, mixed methods specifically quantitative and qualitative research paradigms were employed. Hence, naturalistic phenomenology and cross sectional survey were adopted. Cross sectional survey design is an approach whereby a researcher in question gathers information from a large group of people at one point, in this case the HODs, and principals. On the other hand, the survey is usually adopted to explain or describe the conditions which exist and identification of the standards against to which they can be compared. Survey also can be used to establish the relationship that exists between the events (Creswell, 2014). Further, survey can involve the gathering of information to answer those questions of a particular phenomenon through the generated questionnaire (Cohen et al., 2000). In addition, qualitative research was used to get the insights or give in-depth information to the understanding of the way things are, why they are that way and how participants in question perceive those things in that particular context. Further, document analysis guide was used to gather information from the time table, instructional materials and teachers' professional records. Further, the survey questionnaires, the interview schedules were employed to facilitate abroad understanding of the problem studied on clinical

supervision. These instruments gave in depth information and understanding of the formulated research questions.

### **3.2 Location of the study**

The setting of this study was done in Turkana Central Sub County in the North-Western part of Kenya. This part of Kenya is arid and semi-arid region and comprise one of the largest counties in the country as it covered by an area of 68,680.3 KM<sub>2</sub> with an estimation of human population of 1,036,586 people according the 2012 population census projections. In the West, it shares the border with Uganda, In the Northwest it shared the border with South Sudan while in the North it shares the border with Ethiopia. In the country, Turkana county share border with West Pokot county in the south, in the southeast it shares the border with Samburu county, to the east it shares the border with Marsabit county and Baringo county to east Pokot. The community who inhabit in this county majorly practice pastoralists activates (Watson & Binsbergen, 2008).

This study was undertaken in Turkana Central Sub County, Turkana County which has only eight (8) public secondary schools. The researcher chose the Sub County because it performed poorly in KCSE in past few years. In addition, the researcher was familiar with the region hence able to gather the information required for the study. Singleton (1993) argued that the ideal location for the study should be easily reachable or accessible to the person, group or institution carrying a study for the instant rapport with the respondents or informants. In this case, the researcher was able to carry in-depth survey due to easy interaction with the participants of this study.

### **3.3 Target Population**

The 8-4-4 system of education was brought in the year 1985 where 8 years was for primary, 4 years was for secondary and the remaining 4 years was for university. With this introduction the

then CPE (Kenya Certificate of Primary Education) system of education was changed to KCPE (Kenya Certificate of Primary Education). On the same line, KCE (Kenya Certificate of Education) was changed to KCSE (Kenya Certificate of Secondary Education). Therefore, this system of education required students and learners to cover 8 years in primary, 4 years in secondary, and 4 years in university (Celine, 2009). The target population for this study was all the 8 principals from the public secondary schools in Turkana Central Sub-County, Turkana County, 48 HODs and one Sub-County CASO. Thus, the total population was 57 respondents.

**Table 3.1**

*Distribution of the target population for the study*

Category	Total Population	Sample Size
School Principals	8	8
QASO	1	1
HODs	48	48
<b>Total</b>	<b>57</b>	<b>57</b>

(Source: Sub County Education Office, 2018)

### **3.4 Sample and Sampling Procedures**

This study adopted census approach to collect data from all the units in the population of interest to include all the 8 public secondary schools, 1 QASO officer and 8 principals.

#### **3.4.1 Principals**

Eight principals were automatically included in this study. Thus, 8 principals participated in the study. In this study, the principals are the key participants of this study because they're the ones

mandated with instruction supervision activities in public secondary schools. Their work is to supervise the curriculum; they monitor academic progress of students, professionalism of teachers and also they provide instructional materials to both teachers and students.

### **3.4.2 Quality Assurance and Standards Officer**

The QASO was also targeted in this study. He was involved in the study because he had the relevant information required by the researcher on clinical supervision practices. There are the ones mandated with maintaining standards in schools for example curriculum implementation, students' academic performance, teacher's professionalism and teacher's development among others.

### **3.4.3 Head of Departments (HODs)**

Census approach was employed to select HODs from the six departments. These include: humanities, sciences, maths, languages, technical, and games. Thus, the number of HODs who participated in this study were 48 respondents.

## **3.5 Data Collection Instruments**

In this research, information was collected by the use of survey instrument, interview schedule, document analysis guide. The survey instrument helped the researcher to collect data from large sample size within a short period of time at a low cost (Orodho, 2006). All the participants were literate hence were able to answer the questions with regard to clinical supervision practices.

### **3.5.1 Questionnaire**

The study employed a survey questionnaire whereby numbers of questions were printed in a definitive order (Kothari 2004). The survey questionnaires comprised of three parts which are the

general information, open ended questions and likert scale items. The first part contained some items on the types of clinical supervision that are used by QA's officers, the second part was made of items on teaching and learning materials available in public secondary schools, the third part covered the effect of checking of teachers records on academic performance and finally, the fourth part covered challenges faced by QA officers in enhancing academic performance in schools. The survey questionnaires were employed because it is easier to administer and analyze. It is economical to use the survey questionnaire in terms of time and money. There is an element of privacy when using a survey questionnaire thus the respondents were able to express without fear of anyone (Cohen et al., 2000). Also, this instrument was employed because the participants were all literate.

### **3.5.2 Interview Guide**

The interview schedule used for the QASO in this study was of 12 unstructured questions. This instrument was used to gather information from the QASO on the effectiveness of supervision practices in academic performance. The stipulated questions were generated from the literature of this study. The QASO is a very important respondent for this study as he plays a vital role in clinical supervision. Thus, his information was very crucial. The interview schedule was employed to gather the relevant data clinical supervision practices.

### **3.5.3 Document Analysis Guide**

This study further employed document analysis guide to gather information from the principals on instructional activities specifically on the professional records of teachers relating to curriculum timetable and schemes of work. Mugenda and Mugenda (2009) indicated that content analysis is used to analyze documents in existence for example books and magazines. The documents in

question were analyzed using a matrix format with teacher's professional records arranged in a row whereby the comments were placed in a column format (Orodho & Kombo, 2002).

### **3.6 Validity and Reliability of Research Instruments**

In this study, the term validity is used to refer the quality of data collection instrument which enables to measure what was meant to be measured. It is the degree in which results attained from the analysis represent the variables of the study (Mugenda & Mugenda 2009).

#### **3.6.1 Validity of Research Instruments**

According to Orotho(2006), validity is the degree to which a test measures what it purports to measure measuring. In order to identify and correct questionnaire problems, two supervisors, three experts and one professional from Educational Administration and planning in the Kenya Methodist University were used to verify for the validity of the research instrument. The face and content validity was accessed by these experts to know if the data collection instrument assessed what it was intended to be measured with regard to clinical supervision practices. The experts helped the researcher to establish the extent the studied items related to the study. Various parts of the instrument were also judged. Pilot administration was undertaken using the 10 students, 6 teachers and 2 principals from the targeted public secondary schools. The participants were from the 2 public secondary which were included in this study but contained the same features with those participated in the current study. The two schools (Kakuma secondary school and Kakuma refugee secondary school) were from Turkana north sub County.

### **3.6.2 Reliability of Research Instruments**

Reliability was conducted in checking the consistency in yielding results. An instrument in research is indicated to be reliable when it gives consistent findings. If a certain measure has reliability which is high, then it means there is error in the scoring and in cases where we have a low reliability then it means errors are much (Macmillan, 2004). Reliability can be measured using internal consistency, equivalent-form, split half and test retest. The estimates which are usually reported are reliability coefficients that range from 0.00 to 0.99. The reliability is said to be higher when it has a coefficient of 0.78 to 0.85 while a coefficient of 0.60 and below indicates a weak reliability. For the sake of this study, a split half method was used to administer the research instrument to the same group of the respondents at the same time. This was possible by dividing the questionnaire into two parts. Those scores were coded and computed to establish the association of those scores of the two parts used. The method used reduced those chances of errors of different test conditions as in the test re-test (Macmillan, 2004). Cronbach's Alpha Coefficients were applied in this research for the computation of reliability. The Cronbach's Alpha coefficient for principals' questionnaire was .794, HODs was .733 respectively indicating that the survey instrument used was reliable. According to this reliability results, there was high overall internal consistency as tabulated in Table 2.

**Table 3.2*****Reliability Indexes***

Questionnaire		Cronbach's Alpha	N of Items
Types of clinical supervision		.794	7
Teaching and learning materials		.733	8
Checking of teachers records		.801	13
Principals	Instructional	.772	4
Supervisory Effectiveness			
Challenges Principals Face		.824	2

Validity and reliability was conducted to ensure that the collected data was credible and dependable to make conclusions. This enabled to judge the data trustworthiness and its usefulness. Also, the interview schedule and document analysis guide were tested to see whether similar information was given in cases of different researchers of same levels of experience and merit. In this case the same time was used by the researcher in checking the consistency of that information gathered from the research participants. The credibility of the data was increased by the use of triangulation methods of gathering the information. Interview and documents analysis guide were the main two methods used.

The study gave every participant an opportunity to either refuse or agree to volunteer with information genuinely so that to give honest answers with regard to the clinical supervision practices. Thus credibility and dependability of data gathered was tested. The respondents of this study were requested to give truthful information during the interview sessions. A rapport was

created to make the interviewees understand that whatever they be responding will be true. Hence, there was no right or wrong answers. The detailed information was paraphrased by the researcher for accuracy reasons.

### **3.6.3 Pilot Testing**

This study also conducted testing so those to detect and have information on some of the difficulties and challenges likely to arise during the data collection exercise. This exercise was conducted by giving survey questionnaires 10 students, 6 teachers and 2 principals from the selected two public secondary schools. These two schools did form of the study but they had the same characteristics as the ones studied (Kakuma secondary school and Kakuma refugee secondary school from Turkana Sub County).

### **3.7 Data Collection Procedures**

The introduction letter was obtained from the department of post graduate studies in education in Kenya Methodist University (KEMU). Also, the research permit was obtained from the Ministry of Education. The researcher also introduced himself to the District Education Officer (DEO) in Turkana Central Sub County to let him know about the research and the information required. The permit was used to access all the sampled public secondary schools in Turkana Central Sub County. The appointment was made by the researcher through calling the principals of the sampled schools via the phone. The results of 2015, 2016 and 2017 results were analyzed by the researcher by the help of principals. The researcher assured the respondents that the research was confidential and for academic purpose. Thus the researcher created the rapport with the respondents. Data was collected from the principals, HODs and 1 QASO officer whereby drop and pick later method was employed.

The investigator waited upon the HODs and principals to fill the survey instrument then gathered the questionnaires bank and thanked them for their cooperation and participation in the study. In addition, the researcher interviewed I QASO officer and eight principals where 10-25 minutes of interviews was covered. The technique enables the researcher to acquire first-hand data and opportunity to contain an in-depth interaction with interviewees on the studied subject.

### **3.8 Data Analysis Procedures**

Both quantitative and qualitative data was analyzed. In this case, a statistical packages for social sciences (SPSS Version 23.0) was employed to compute and code the quantitative data for analysis. The collected information was on the set research questions. The research questionnaire was examined, edited before coding process was done. This enabled the researcher to identify those wrongly answered. The information gathered was coded for analysis purposes. The open-ended questions were used to collect qualitative information from the interviews and this was transcribed and was analyzed through content analysis. Narration was used to present the data. Frequencies were used to analyze the data collected through document analysis guide. This information was important as it brought out the characteristics, interpretations to facilitate description, and the generalization from the study (Creswell, 2014).

### **3.9 Ethical Considerations**

According to Flick (2006), ethical considerations are used to control the relationship of the one conducting the study and the one participating in the study. In this case, it was vital for the researcher to observe and adhere to the recommended research ethics. The researcher used the informed consent to allow the local administration and education officers to either participate or

not. The researcher also used the informed consent during sampling of the respondents. The study also applied for a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Further, a letter of introduction was provided from Kemu prior to data collection.

Also, the researcher assured to the research participants on their confidentiality. Hence, the respondents were assured of their privacy. The participant anonymity is guaranteed when the researcher cannot identify a given response (Urombo, 2000). This was achieved through the research participants not writing their names in the research questionnaires. The researcher ensured that all the respondents participated in this study were not harmed through anger, loss of self-esteem, negative labeling, irritation, embarrassment, emotional outburst, stress, sleep deprivation, damage to personal dignity and invasion of privacy (Kombo & Tromp, 2006). The participants were assured of their privacy on any sensitive questions asked. Also, the plagiarism was avoided by the researcher by citing all the sources and reference materials used for the study.

Usually plagiarism by researchers, teachers and students is a major problem in the academic field and institutions of research and regulatory bodies. In this case, there is an attempt and effort to level best to curb plagiarism in the academia and among students. For the purpose of this investigation, plagiarism free, error free was acquired through paraphrasing of the entire document. In addition, proper citations and acknowledgement was stated in all the information cited and used in this document.

## **CHAPTER FOUR**

### **DATA PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS**

#### **4.1 Introduction**

The main purpose of this study was to establish the influence of clinical supervision practices and teachers' academic performance in Turkana central sub county, Kenya. This chapter provide the analysis of the findings, discussions and interpretations with regard to generated research questions. The thematic areas covered in this chapter were response rate, demographic information, contribution of classroom visits on teachers' performance, influence of classroom observations on teachers' performance, checking of professional records and its influence on teachers' performance, work related barriers that affect the supervisory duties of QASO, and ways of improving clinical supervisory roles.

#### **4.2 Response rate**

The data was gathered by the use of survey questionnaires, documents guides and interview schedules. The survey questionnaires were issued to 9 principals, and 46 HODs. The interview guides were used for nine principals and one Quality Assurance Standards Officer. The response rate of principals was 100% and HODs was at 94.4%.

#### **4.3 Demographic Information**

The study aimed to establish the influence of supervision practices on teachers' academic performance in public secondary schools within Turkana Central Sub-County, Kenya. Gender of the respondents, age distribution, academic achievement and the experiences in teaching formed the demographics of the study.

#### 4.2.1 Gender distribution of HODs and Principals

The gender of HODs and principals was summarized in Table 4.1 and Table 4.2 respectively. This was important because gender distribution of the respondents play key role in motivating learners to receive instruction from the respectful teachers for the sole purpose of academic achievement. The supervision practices therefore support the HODs and Principals of both genders in improving class instruction in order to benefit students from both genders that is male and females.

**Table 4.1**

##### *Gender distribution of HODs*

Category	Frequency	Percentage
Male	29	67.4%
Female	14	32.6%
<b>Total</b>	<b>43</b>	<b>100.0%</b>

Table 4.2 reveals that a majority (67.4%) comprised males as opposed to their female counterparts who were 32.6%. This established most of the Heads of Departments were males in the public secondary schools in Turkana Central Sub County. This implied that most female teachers were not employed like their female counterparts as principals and HODs.

**Table 4.2**

##### *Gender Distribution for Principals*

Category	Frequency	Percentage
Male	6	75.0%
Female	2	25.0%
<b>Total</b>	<b>8</b>	<b>100.0%</b>

Based on the analysis of the findings, most (75.0%) were males as opposed to their female counterparts who accounted only for 25.0%. This shows that the number of males who are principals is higher as compared to that of female principals. Hence, gender disparity exist which

needs to be addressed in public secondary schools in Turkana central Sub County. This shows that there is biasness when it comes to enrollment of degree programmes and secondary teachers training programmes. This fact can be also accredited to women who the teaching profession are being over-represented in urban areas and under-represented rural areas (Republic of Kenya, 2007). This is against the gender policy which promote for gender equity. The study also depict that male principals can head girl's secondary schools. These findings concur with the stipulated policy that majority of women are grossly under-represented in matters of governance of public affairs in the country. This policy also indicates an increased trend of male dominance in the management and administration of both primary and secondary schools in Kenya. Therefore, it is required to enhance equity and equality of both gender in matters of governance, administration and management in the education sector. Also, strategies for example affirmative action as demonstrated by gender policy in education should be enhanced and embraced for equity and equality specifically in recruiting and appointment of principals and deputy principals respectively.

#### **4.2.2 Age distribution of HODs and Principals**

The study sought to establish the age bracket of the respondents. Age distribution of the respondents is important as it enables to assess supervision practices in improving academic performance. Age increases the credibility of the information gathered because it brings maturity to understand the area of the study.

**Table 4.3*****Age Distribution of HODs***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
24 years and below	-	-
25 -29 years	4	9.3%
30 -35 years	19	44.2%
40 – 49 years	17	39.5%
50 years and above	3	7.0%
<b>Total</b>	<b>43</b>	<b>100.0%</b>

Based on the study findings, most (44.2%) of the HODs were aged of 30-35 years, while 39.5% were within the range of 40 – 49 years. In addition, the studies established that 7.0% were 50 years and above while the remaining 9.3% were between 25-29 years and below. From the findings of the study, it can be deduced that those heads of department appointed are those teachers who have matured with accumulated experience in the teaching profession hence have developed instruction supervisory leadership as required by the (Associations of Heads Manual, 2003).

**Table 4.4*****Age distribution of Principals***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
24 years and below	-	-
25 -29 years	-	-
30 -35 years	3	37.5%
40 – 49 years	4	50.0%
50 years and above	1	12.5%
<b>Total</b>	<b>8</b>	<b>100.0%</b>

In the study it was established that in Table 4.4, that majority of the principals 50.0% were within the age range of 40 – 49 years, 37.5% were within the range of 30 -35 years while the remaining 12.5% indicated that they were 50 years and above. From the findings of the study, it can depicted that the appointed principals are those teachers who have matured in the teaching profession who

had accumulated experience and have advanced in terms of instructional supervisory leadership by being HODs and deputy principals as stipulated by the Associations of Heads Manual (2003). Most of the headteachers are in the middle ages confirming that still they have more years to improve on the prerequisite skills in regard to procedures and instructional supervision in carrying their mandate effectively. The principals' maturity in education result to the idea of various approaches used in the instructional supervision which are direct collegial and non-directional supervision.

#### **4.2.3 Professional Qualifications for HODs**

The professional qualification of HODs and principals is significant for effective clinical supervision Table 4.5 and Table 4.6 indicate academic qualifications of HODs and principals respectively.

**Table 4.5**

##### ***Professional Qualifications for HODs***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	12	27.9%
Bachelor	27	62.8%
B.A with PGDE	4	9.3%
<b>Total</b>	<b>43</b>	<b>100.0%</b>

According to the analysis of the findings, majority (62.8%) of the respondents had bachelor's degree while 27.9% of the respondents indicated that they had college diplomas. From the findings, it was established that most Heads of Department were holders of bachelors in education and diploma in education respectively. It can be noted therefore that though HODS and principals have the same qualification, the gap in age and their experience permits and enlighten the principals in clinical supervision. Thus, HODS benefits from direct guidance, non-directional support and

collegial support from the principals. The findings of the study is inline with Glickman (2010) who argued that principals are required to have conceptual skills, interrelation skills which will enable them to guide teachers.

**Table 4.6**

***Professional Qualifications for Principals***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	-	-
Bachelors	5	62.5%
B.A with PGDE	-	-
M. Ed.	3	37.5%
<b>Total</b>	<b>8</b>	<b>100.0%</b>

Table 4.6 shows the professional of principals. Based on the analysis of the findings, majority (62.5%) of the respondents had a bachelor's degree in education. In addition, it was established that 37.5% had a master's in education. Therefore, the analysis of the findings concludes that majority of the respondents who participated in this study were graduates with bias in education. Thus, all the participants of this study passed that threshold of commissions who recommend that whoever acting as a clinical supervisor has to be qualified to discharge the stated mandate of clinical supervision. The findings of the study concur with Glickman (2010). He indicated that principals needed to have conceptual skills in guiding the respectful teachers in their scheme of work, drawing of lesson plans and recording of their work.

#### **4.2.4 Principals and HODs Years of Teaching Experience**

The teaching years of experience of HODs and principals were varied as tabulated Table 4.7 and Table 4.8 respectively. The study endeavored to establish the respondents' experience to facilitate explanations of heads of department and principals on clinical supervision practices.

**Table 4.7*****Years of administrative experience of HODs***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
2 – 5 year	5	11.6%
6 -10 years	21	48.8%
11 – 15 years	13	30.2%
16 – 20 years		0.0%
21 years	4	9.3%
<b>Total</b>	<b>43</b>	<b>100.0%</b>

Most HODs 48.8% had between 6 -10 years in experience while 30.2% had between 11 – 15 years of experience. From the analysis of the findings it was established that the heads of department had lesser years than the principals thus they were required principals' direct supervision (Planturroot, 2006).

**Table 4.8*****Years of administrative experience of principals***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
2 – 5 year	5	11.6%
6 -10 years	21	48.8%
11 – 15 years	13	30.2%
16 – 20 years	-	0.0%
21 years	4	9.4%
<b>Total</b>	<b>43</b>	<b>100.0%</b>

The study established that majority (48.8%) of the respondents were age bracket of 6-10 years of experience, 30.2% were 11 – 15 years. In addition, 11.6% were 2-5 years and the remaining 9.4% had 21 years and above. The analysis of the findings has established that most of the respondents had six (6) years and above in the teaching profession. These shows that majority of the respondents who participated in this study were experienced enough to give insights with regard to clinical supervision. Thus, they were knowledgeable on the three supervision philosophies of

existentialism, essentialism and experientialism. It can be depicted that the principals the clinical supervision tested ideas worked with teachers to explore new ideas in teaching and learning to allow creativity of teachers in classroom instruction.

#### **4.4 Contribution of Classroom Visits on Teachers' Performance**

The study requested the participants to indicate their perceptions on the role classroom visits played in contribution to teachers' performance. The analysis of the findings is tabulated in Table 4.9.

**Table 4.9**

*Types of clinical supervision that are used by QA's officers*

S/No.	Items	Category	Always		Often		Sometimes		Rarely	Never
			F	%	F	%	F	%	F %	F %
1.	The HODs and principals conduct face to face classroom visits in evaluation and observation of teachers	<b>Principals</b>	5	62.5	2	25.0	1	12.5	-	-
		<b>HODs</b>	22	51.2	16	37.2	4	9.3	1 2.3	-
2.	The principals and HODs have prepared a timetable to regulate time for the entire school	<b>Principals</b>	4	50.0	3	37.5	1	12.5	-	-
		<b>HODs</b>	23	53.5	18	41.9	2	4.7	-	-
3.	The principals and HODs checks whether each class contained a copy of school timetable demonstrated in the respective classroom	<b>Principals</b>	4	50.0	2	25.0	2	25.0	-	-
		<b>HODs</b>	16	37.2	9	20.9	18	41.9	-	-
4.	The principals and HODs ensured all components in the lesson plans took the allocated time in effective time management	<b>Principals</b>	6	65.0	2	25.0	-	-	-	-
		<b>HODs</b>	16	37.2	23	53.5	4	9.3	-	-
5.	The principals and HODs use in-service training provided by the government	<b>Principals</b>	7	87.5	1	12.5	-	-	-	-
		<b>HODs</b>	28	65.1	12	27.9	3	7.0	-	-
6.	The principals and HODs do check teachers' schemes of work	<b>Principals</b>	6	75.0	1	12.5	1	12.5	-	-
		<b>HODs</b>	17	39.5	21	48.8	5	11.6	-	-
7.	The principals and HODs do check teacher's record of work	<b>Principals</b>	4	50.0	3	37.5	1	12.5	-	-
		<b>HODs</b>	12	27.9	13	30.2	18	41.9	-	-

From Table 4.9 most of the principals, 62.5% and 51.2% of HODs always did a face to face classroom visits in evaluation and observation of teachers. Also, the principals recorded that they

did a face to face classroom visit to observe and evaluate teachers always, often and sometimes. Most of the principals, 50.0% and 53.5% HODs always prepared a timetable to regulate time for the entire school. It was also established that majority of the principals, 50.0% and 37.2% of HODs always checked whether each class contained a copy of school timetable demonstrated in the classroom. It was also indicated most of the principals 65.0% and 37.2% HODs always ensured that all components of the stipulated lesson plans took the allocated time in every part of class lessons in effective time management. Also, the analysis of the findings established that most principals, 87.5% and 65.1% HODs always used in-service training provided by the government. Majority (75.0%) of the principals also recorded that they check scheme of work of the teachers. Further, the study established that most of the principals (50.0%) and 41.9% of HODs checked teacher's record of work respectively. The study findings implied that the respectful principals and HODs cooperated in conducting face to face classroom in evaluation and observation of teachers thus the core value, the vision, and mission of the public secondary schools in Turkana Central is attained. It was also indicated that they prepared a timetable to regulate time for the entire school. Principals introduced new teachers to HODs and matters pertaining to the subject area of those teachers. The respectful principals ensured that all components of stipulated lesson plan took the time allocated for each lesson in effectiveness in time management to check teachers' schemes and records of work and the number of lessons is correctly followed as required by the ministry of education. From these findings, it can be depicted that most principals in perspective monitor the progress of students and their academic performance. This is achieved by testing them through HODs. Students are also monitored by the checking of spread sheet hence their performance will be discussed with relevant teachers. In future, academic performance, principals discuss and analyze results with the respectful teachers to be used as a tool for academic improvement. It was

also indicated that reference books, teachers' guide books, students course books and laboratory equipment's were provided by the principals. The analysis of the findings is in line with Moraa (2010) she indicated that principals played key roles in instruction supervisory whereby they supervise curriculum implementation to support teachers' instructional practices.

#### **4.5 Influence of classroom observations on teachers' performance**

The study sought from the respondents on the influence of classroom observations on teacher's performance. The analysis of the findings is illustrated in the Table 4.10.

**Table 4.10***HODs responses on adequacy and availability of teaching and learning resources*

S/No.	Items	Category	Availability				Adequacy			
			YES		NO		YES		NO	
			F	%	F	%	F	%	F	%
1.	Teachers	<b>HODs</b>	43	100.0	0	0	19	44.2	24	55.8
2.	Library	<b>HODs</b>	22	51.2	21	48.8	18	41.9	25	58.1
3.	Text books	<b>HODs</b>	43	100.0	0	0	33	76.7	10	23.3
4.	Stationery	<b>HODs</b>	43	100.0	0	0	27	62.8	16	37.2
5.	Classrooms	<b>HODs</b>	43	100.0	0	0	28	65.1	15	34.9
6.	Classroom furniture	<b>HODs</b>	43	100.0	0	0	26	60.5	17	39.5
7.	Laboratory	<b>HODs</b>	22	51.2	21	48.8	19	44.2	24	55.5
8.	Laboratory equipment	<b>HODs</b>	43	100.0	0	0	20	46.5	23	53.5

Table 4.10 indicate that all (100.0%) of the targeted HODs confirmed that laboratory equipment's, textbooks, stationeries, teaching aids, classroom, furniture and classrooms were available in the selected public secondary schools. Most (51.2%) of them indicated that library (51.2%) and laboratory (51.2%) were also available. However, despite most of the HODs confirming the availability of teaching and learning resources in various schools, at the same time, they said that these were not adequate. The inadequate resources were included library (41.9%), teachers (44.2 %), laboratory (44.2%) and laboratory equipment (46.5 %). Therefore, from the study findings, most the learning resources were not adequate which might negatively affect the entire learning process in various public secondary schools in Turkana County translating to poor academic performance of learners.

The findings from interviews showed that the respective principals postulated for schools to improvise the available resources and ensure that more resources are purchased through

government funds and school fees from students. This will ensure that there is effectiveness in teaching and learning in schools. In addition, the investigator found out the targeted teachers, only 50% deployed and embraced teaching aid in classroom. This could be attributed to inadequate resources in the teaching and learning in public secondary schools. The researcher also confirmed that majority of the sampled teachers, averagely contained 24 lessons as the teaching load weekly. This depicts that respective public secondary schools sometimes overwhelmed teachers which resulted to difficulties to focus individualized students. Subsequently, this resulted to poor delivery of contents in classrooms and also teachers were not able to mark assignments of students which led to a decline in academic achievement. The analysis of the findings confirmed that one of Cunha et al. (2017) who established that increasing teachers' time on the instruction and student's engagement was very successful where it was indicated that the performance of teachers improved with long-term usage of FFT, indicating continuous use of the tool resulting to instructional improvements.

#### **4.6 Checking of professional records and its influence on teachers' performance**

The researcher requested the respondents to indicate the tools of instructional available in their respective schools. The findings of the study are Tabulated in Table 4.11, 4.12 and 4.13.

**Table 4.11*****The Frequency of Checking Teachers' Records***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Weekly	3	7.0
Monthly	25	58.1
Termly	15	34.9
<b>Total</b>	<b>43</b>	<b>100.0</b>

From table 4.11 58.1% percent of the targeted HODs that professional records were checked monthly by the respective principals. Nevertheless, the frequency of checking these professional documents is not enough as this can be done oftenly and on a monthly basis. The examination is in line with Musungu and Nasongo (2008) who argued that decline of academic performance was due to failure of principals to check professional records of teachers rottenly.

Further, the research sought to find frequency of checking various records of work whether there were up to date. Three point likert scale was used and they were included as O=oftenly, R=rarely and N=never.

**Table 4.12*****Principals' response on checking of various records of work***

S/No.	Documents	Often		Rarely		Never	
		F	%	F	%	F	%
1.	Scheme of work	5	62.5	3	37.5	-	-
2.	Lesson plans	2	25.0	6	75.0	-	-
3.	Record of work covered	3	37.5	5	62.5	-	-
4.	Lesson notes	2	25.0	6	75.0	-	-
5.	Progress records	3	37.5	5	62.5	-	-
6.	Student register	2	25.0	6	75.0	-	-

Table 4.12 indicates that most (62.5%) of the principals frequently checked scheme of work. The lesson plans (75.0%), record of work undertaken (62.5%), lesson notes (75.0%), progress records (62.5%), and student register (75.0%) indicated respectively of principals to be rarely checking. lesson plans, lesson notes and student register are indicated majorly was attested that they were rarely checked by the principals. This demonstrate that principals were not serious in assessing teacher's records of work except for the schemes of work.

**Table 4.13*****Availability of Tools of Instructional Activities***

<b>Item</b>	<b>Category</b>	<b>Available</b>		<b>Not available</b>	
		<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Record of work				-	-
Updated regularly	<b>Principals</b>	8	100.0	-	-
Checked regularly	<b>HODs</b>	43	100.0		
Instructional Materials				-	-
Course books provision	<b>Principals</b>	8	100.0	-	-
Exercise books provision	<b>HODs</b>	43	100.0		
Guide book for teachers					
Curriculum for time table				-	-
Subjects disseminated correctly	<b>Principals</b>	8	100.0	-	-
All subjects taught	<b>HODs</b>	43	100.0		
Schemes of work		-	-	8	100.0
Regularly updated	<b>Principals</b>	-	-	43	100.0
Checked by principal	<b>HODs</b>				
Lesson Plans	<b>Principals</b>	-	-	8	100.0
Regularly updated	<b>HODs</b>	-	-	43	100.0
Are they used					

Table 4.13 indicates availability of tools of clinical supervision activities in public secondary in Turkana County. The analysis conducted on the various documents used established that instructional materials, master timetables, records of work, scheme of work and lesson plans were used to create availability of tools of clinical activities in the studied schools. It was established that, there was records of work which were regularly updated and checked by the principals. It was established that 30% of the records of work in the studied schools, were mostly checked by the director of studies. The study also established that the available instructional materials were teachers' guide, exercise books and course books. The study also established curriculum time table was presented and were placed in the school notice boards and all the sampled schools taught the required subjects. The scheme of work was updated regularly by the teachers but the lesson plans were generated and used in all the sampled schools instead lesson notes substituted the lesson plans

thus they were not widely prepared. The teachers adopted lesson notes and teachers guide book for class instruction and it was found that most of lesson plans were replicated. The research findings from document analysis indicated that school principals conducted clinical supervision activities in the findings. It was also established that the school principals delegated some of their clinical supervisory activities for example curriculum timetabling and records of work.

Where course books were not adequate, it was established from the sampled teachers that students lost them where replacement of these books took a long period of time. Some teachers suggested that supervision and monitoring should be undertaken to ensure that all books are well maintained or replaced. The director of studies commended that the government attempt to provide course books to students in a ratio of 1:2 but in their school they are trying a ratio of 1:1 so that to ensure availability of books to learners. The learners can differ in their study timetable at any period of time which will improve the level of concentration thereby increasing academic performance.

#### **4.7 Work related barriers that affect the supervisory duties of QASO**

The research question sought to establish the work-related barriers in supervisory duties. The data was gathered by the use of survey and interview schedule where open ended questions were generated. The HODs and principals identified various barriers ranging from inadequate instructional materials which was caused by limited by school fees payment. The respective teachers were required to provide references to different books so that to support academic achievement of students. Adequate time was also identified as another challenge that principals encountered in conducting clinical supervisory activities. These principals had several responsibilities to undertake at the same time which made them to sometimes fail in supervising instructional activities in their respective schools. This affected teachers' effectiveness of class

instruction which was the only avenue of academic achievement of students. The research also established that some categories of teachers had poor relationship with their head teachers which was an obstacle on supervision of instruction which translated to students' poor academic performance. The poor association was caused by an individual personalities and maturity levels of both the principals and HODs.

Cases of indiscipline among the students was also classified as one the barriers which affected the principals in supervisory activities and limited supervision of teachers, hence affected academic performance of students. The QASO officers in the interview decried that shortages in finance limited them from conducting visitation in expected schools which has resulted to these officers to curtail supervisory activities. This challenges also are faced by principals of various public secondary schools in the county. The principals established that the financial limitations made impossible for the provision of required facilities to attain goals of clinical supervision for academic improvement. Limited in finances resulted untimely and poor school fees payment by the parents of guardians.

It was also established that the principals faced challenges where some teachers were uncommitted, unethical and unprofessional in their practices. For example, some of these teachers did not meet their set timelines in the teaching duties, they had negative attitudes and resisted to changes of new instructional approaches for example frequent testing of the students and marking of their work, observation of their lessons by both teachers and principals. According to Nyandiko(2008), the veteran teachers resisted due to they considered themselves as experts as a result of accumulated experience. Occasionally, it was found that majority of the principals encountered interferences externally for example is the teachers' strikes. Further, challenges of

communication breakdown among the supervisees and supervisors in school management was also cited as a critical barrier. Some students feared in approaching teachers for help because of the poor student's relationship and bureaucracy in management. The students also cited that the principals faced a barrier of poor cooperation among teachers in tackling students' questions. Moreover, lack of support and absenteeism of teachers limited students' performance as absenteeism delayed coverage of syllabus. The study also established that most principals lacked adequate time to supervise all the departments where this was confirmed them indicating that they had numerous responsibilities and inadequate time to perform their respective clinical supervision. This is supported by Wenzare (2010) who confirmed that principals were not always accessible for consultation by the teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This investigation on the influence of clinical supervision practices and teachers' academic performance in public secondary schools was carried out in Turkana Central Sub-County, Turkana County, Kenya. The research was guided by four research questions that sought to find out the supervision practices used by QASO on lesson observation delivery and documentation; teaching and learning materials available in public secondary schools; effect of checking of teachers records on academic performance in public secondary schools; work-related barriers faced by QA in enhancing teacher' academic performance in schools in Turkana Central Sub-County through clinical supervision. The chapter provides summary of the findings, draws conclusions on the findings and recommendations for policy improvements.

#### **5.2 Summary of the Findings**

From the general information of the participants, most them comprised males which indicated gender disparity in the education sector. The analysis of the findings indicated that most of sampled HODs were 30 years and above hence accumulated experience to support provide motivation to teachers in regard to classroom instruction through clinical supervisory practices. Majority of HODs and principals had Bachelor's degree in education. It was further indicated that some principals had a master's qualification. Moreover, it was indicated that most HODs and principals had 6 -10 years and 11 – 15 years of administrative experience respectively.

### **5.2.1 The contribution of classroom visits on teachers' performance**

In the research, it was established that majority of HODs and principals conducted a face to face exercise in observing and evaluating of teachers, prepared timetables for time management, checked whether each class had a school timetable being displayed in the classroom, ensured that all the parts of lessons plan took the allocated time, use in-service training given by the government and checked teachers' scheme of work for effective management and smooth running of schools.

### **5.2.2 Influence of classroom observations on teachers' performance**

The research also indicated that teaching and running resources were available in schools but they were not adequate. Most resources which were inadequate entailed library resources which accounted for (41.9%) laboratory (44.2%) and laboratory equipment (46.5 %). The findings also confirmed that majority of the sampled teachers, averagely contained 24 lessons as the teaching load weekly. This depicts that respective public secondary schools sometimes overwhelmed teachers which resulted to difficulties to focus individualized students. Subsequently, this resulted to poor delivery of contents in classrooms and also teachers were not able to mark assignments of students which led to a decline in academic achievement. The analysis of the findings confirmed that one of Cunha et al. (2017) who established that increasing teachers' time on the instruction and students' engagement was very successful where it was indicated that the performance of teachers improved with long-term usage of FFT, indicating continuous use of the tool resulting to instructional improvements.

### **5.2.3 Checking of professional records and teachers' performance**

The study sought to establish whether the principals checked teacher's professional records. The findings of the study established that most respondents indicate affirmative that the principals

checked the records monthly. The principals checked schemes of work, lesson plans, record of work covered, lesson notes, progress records and student register. Lesson plans, lesson notes and student register were indicated by a bigger percentage respectively of principals that they are rarely checked. This demonstrate that principals were not serious in assessing teacher's records of work except for the schemes of work. These findings agree with Cunha et al. (2017) who found that increasing teachers' time on the instruction and students' engagement was very successful where it was indicated that the performance of teachers improved with long-term usage of FFT, indicating a sustained use of the tool can result to instructional improvements.

#### **5.2.4 Work related barriers that affect the supervisory duties of QASO in Turkana Central Sub-County, Turkana County**

The study established that HODs and principals identified various barriers ranging from inadequate instructional materials which was caused by limited by school fees payment. The respective teachers were required to provide references to different books so that to support academic achievement of students. Adequate time was also identified as another challenge that principals encountered in conducting clinical supervisory activities. The QASO officers in the interview decried that shortages in finance limited them from conducting visitation in expected schools which has resulted to these officers to curtail supervisory activities. It was also established that principals faced challenges where some teachers were uncommitted, unethical and unprofessional in their practices.

### **5.3 Conclusion**

The study examined the influence of clinical supervision practices and teachers' academic performance in public secondary schools in Turkana Central Sub-County, Kenya. System theory

and motivation hygiene theory were used to describe the subject matter. The study adopted mixed research design where qualitative and quantitative approaches were adopted. From the analysis of the findings, it was established that majority of HODs and principals conducted a face to face exercise in observing and evaluating of teachers, prepared timetables for time management, checked whether each class had a school timetable being displayed in the classroom, ensured that all the parts of lessons plan took the allocated time, use in-service training given by the government and checked teachers' scheme of work for effective management and smooth running of schools. It was also established that teaching and running resources were available in schools but they were not adequate where most of the resources which were inadequate were library resources, laboratory and laboratory equipment.

The study also established that majority of the respondents indicate that principals checked the records of teachers monthly and these records included schemes of work, lesson plans, record of work covered, lesson notes, progress records and student register. The study also established work-related barriers to ranging from inadequate instructional materials, shortage of finances, time, poor relationship between teachers and principals, delays from government disbursement of Free Day Secondary Education(FDSE) funds, uncommitted, unethical and unprofessionalism among the teachers, communication breakdown and indiscipline cases among the learners which brought difficulties in supervisory activities.

#### **5.4 Recommendations**

The study made the following recommendations for policy implications:

The respective principals should regularly visit classroom and this should be properly designed on how to do it and how to spread it across all classes. This will enable the principals in perspective

with insight on the ongoing teaching and learning in classrooms. They should create a routine in checking of learners' exercise books regularly. Through checking of these exercise books, they will possess an overall picture on what learners are taught in the classroom hence informed on the areas which require to be corrected to deter laxity among the teachers.

From the analysis of the findings, it was established that the sampled schools were ill equipped with resources which undermined the performance of principal in instruction and curriculum evaluation. The Kenyan government with collaboration with the Ministry of Education should hence increase funds that are allocated in public secondary schools to enhance teaching and learning process. The principals should make sure that they check on the professional documents of teachers by designing strategies for example teachers submitting records on a weekly basis to enable tracking the entire process of instruction in schools.

The QASO officers should make sure that the school heads optimize on protecting the instruction time and closely monitor students' academic attainment. Moreover, use of workshops and seminars should be conducted to strengthen principals' observation of lessons, visits to classrooms and feedback to teachers. Subsequently, there is need for principals to instill new approaches to teachers of supervision for example is collegial and clinical supervision. Emphasis is required to be put on in-service programmes to ensure that teachers take initiative in developing themselves and then supported by the principals. Further, there is need to ensuring delegated duties of principals in public secondary schools to HODs and directors of studies are supervised to be relinquished.

### **5.5. Suggestions for Further Research**

- i. Another research is required to be conducted to investigate the role of principal in the administration and management of curriculum instruction on students' academic attainment.
- ii. A research should be done to investigate out whether both community and parental factors influence the role of principals in administration and management of curriculum instruction in public secondary schools.
- iii. A replica study should be conducted in other counties in Kenya to establish whether the same findings are consistent with the current findings.

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## **APPENDICES**

### **Appendix I: Questionnaire for HODs and Principals**

Dear Respondent,

I am a Masters student at Kenya Methodist University. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of Master's programme. My study is to establish the influence of supervision practices in enhancing academic performance in public secondary schools in Turkana Central Sub-County, Turkana County, Kenya. I am kindly requesting you to respond honestly to the following questions on the topic.

Your participation is completely voluntary and the information you give will be treated with utmost confidentiality and will be used for the study only. Thank you very much for accepting to take part in this study.

Yours faithfully

Thomas Esinyen Lomudang

The following structured questions concern the demographic information of the principal. Kindly tick (✓) your appropriate answer in the blank spaces provided.

#### **Section A: Demographic Information of Principals**

##### **1. Gender**

(a) Male ( ) (b) Female ( )

##### **2. A bracket of Principals' Age**

24 years and below ( ) 25 -29 years ( ) 30 -35 years ( ) 40 – 49 years ( )

50 years and above ( )

##### **3. Your Professional Qualifications**

(a) Diploma ( ) (b) Bachelor ( ) (c) B.A with PGDE ( ) (d) M. Ed.( )

(d) Others (Please Specify) \_\_\_\_\_

**4. Years of administrative experience of Principal:**

a) 2 – 5 year ( ) b) 6 -10 years ( ) c) 11 – 15 years ( ) d) 16 – 20 years ( ) e) 21 years

**Section B: Clinical supervision that are used by QA's officers**

5. The following table contains items about the types of clinical supervision that are used by QA's officers. Please indicate the extent to which you perform them in your school by ticking against the item in the table below. The following key will be useful: Always = 1 Often = 2 Sometimes = 3, rarely = 4 Never = 5

S/No.	Items	1	2	3	4	5
1.	The principals and HODs do a face to face classroom visit to observe and evaluate teachers.					
2.	The principals and HODs have prepared a timetable to regulate time for the entire school					
3.	The principals and HODs checks if every class has a copy of the school timetable displayed in the classroom					
4.	The principals and HODs ensures that all parts of lesson plan takes the time allocated for each part in effective time management					
5.	The principals and HODs use in-service training provided by the government					
6.	The principals and HODs do check teachers' schemes of work					
7.	The principals and HODs do check teacher's record of work					

6. Any other types of clinical supervision that are used by QA's officers

.....

### Section C: Teaching and learning materials available in public secondary schools

7. Following are a couple of statements describing teaching and learning materials available in public secondary schools. Please, read each statement and circle whether you strongly agree (SA), agree (A), are uncertain (U), disagree (D), or strongly disagree (SD) with statements given below. Indicate whether the following learning materials are available and adequate in your school. (Tick at the column)

S/No.	Items	Availability		Adequacy	
		YES	NO	YES	NO
1.	Teachers				
2.	Library				
3.	Text books				
4.	Stationery				
5.	Classrooms				
6.	Classroom furniture				
7.	Laboratory				
	Laboratory equipment				

### Section D: Checking of teachers records

8. Do your principals check teachers professional records?

Yes [ ] No [ ].

If yes, how often? Weekly [ ] Monthly [ ] Termly [ ]

9. Indicate the frequency to which your principals check the following documents.

S/No.	Documents	Oftenly	Rarely	Never
1.	Scheme of work			
2.	Lesson plans			
3.	Record of work covered			
4.	Lesson notes			
5.	Progress records			
6.	Student register			

11. How often do you ensure that teacher's records of work are up to date?

Often [ ] Rarely [ ] Never [ ]

12. Does teacher's records preparation affect performance of students?

Yes [ ]. No [ ]

13. Do you discuss with your teachers the outcome of classroom observation?

Yes [ ] No [ ]

14. Do you convene a conference with teachers after observations

If yes, elaborate.....

15. Do you give feedback after observation?

Yes [ ]. No [ ]. Sometimes [ ]

#### **Section E: Principals Instructional Supervisory Effectiveness**

16. The following statements relate to the effectiveness of principals instruction supervisory practices. Show your response by ticking in one of those boxes provided to the right of each statement. You will find the following key useful: VE: Very Effective =1 E: Effective = 2 FE: Fairly Effective 3, I: Ineffective = 4, VI: Very ineffective

S/No.	Items	1	2	3	4	5
1.	Visits to classrooms to observe teachers lessons					
2.	Monitoring of students' academic progress					
3.	Provision of feedback to teachers after class observation					
4.	Protecting instructional time by punctuality					

#### **Section F: Challenges Principals Face in Instructional Supervision in School**

What instructional supervisory challenges do you face?

A.).....

B.).....

C.).....

**Section G: How can Principals Instructional Supervision be improved in school.**

17) How would instructional supervision be improved in your school?

A.).....

B.).....

C.).....

**Thank you for your cooperation**

## **Appendix II: Interview guide for principals**

1. What is your gender? \_\_\_\_\_
2. What is your age bracket? 24 years and below ( ) 25 -29 years ( ) 30 -35 years ( )  
40 – 49 years ( ) 50 years and above ( )
3. What is your highest professional qualification? \_\_\_\_\_
4. How many years have you served as a Principal? \_\_\_\_\_
5. What instructional Supervisory Roles do you carry out in your school? \_\_\_\_\_  
\_\_\_\_\_
6. Explain how you induct new teachers in your school? \_\_\_\_\_
- 7 How often do you send teachers for in-service courses? \_\_\_\_\_
8. (a) What teachers' professional documents do you check? \_\_\_\_\_  
(b) How often do you check them? \_\_\_\_\_
- 9 (a) How often do you visit classrooms to observe teachers teaching? \_\_\_\_\_  
(b) If yes, do you give them feedback after observation? \_\_\_\_\_
10. (a) Would you explain the instructional supervisory roles you have found  
effective. \_\_\_\_\_  
(b) In your opinion do you think that they contribute to students academic performs? \_\_\_\_\_  
\_\_\_\_\_
11. How is punctuality observed in your school? \_\_\_\_\_
12. (a) Do you monitor students' academic progress? \_\_\_\_\_  
(b) How do you monitor students academic progress? \_\_\_\_\_
13. What challenges do you face in carrying out instructional supervision in your school?  
\_\_\_\_\_

14. How would instructional supervision be improved in your school?

---

### **Appendix III: Interview guide for quality assurance and standards officer**

1. Gender \_\_\_\_\_
2. What is your age bracket? 24 years and below ( ) 25 -29 years ( ) 30 -35 years ( ) 40 – 49 years ( ) 50 years and above ( )
3. What is your highest professional qualification? \_\_\_\_\_
4. How many years have you served as a Quality Assurance Standards Officer? \_\_\_\_\_
- 5 (a) What instructional supervisory roles do principals perform in public secondary schools?  
\_\_\_\_\_
- (b) Do they provide instructional materials to the students? \_\_\_\_\_
6. Which in-services courses do the principals send teachers to attend? \_\_\_\_\_
7. (a) In your opinion do the principals check teachers' professional document? \_\_\_\_\_
- (b) If yes which documents do they check? \_\_\_\_\_
8. (a) Do the principals visit classrooms to observe teachers lessons? \_\_\_\_\_
- (b) When they observe their lessons do they give feedback to the teachers? \_\_\_\_\_
9. Which of the principals' instructional supervisory roles are effective in public secondary schools? \_\_\_\_\_
10. How often do the principals monitor students' academic progress in their schools? \_\_\_\_\_  
\_\_\_\_\_
11. In your opinion do the principals protect students' instructional time? \_\_\_\_\_
- b) If yes how do they protect it? \_\_\_\_\_
12. What challenges do the principals face in carrying out their instructional supervision? \_\_\_\_\_  
\_\_\_\_\_
13. How would instructional Supervision be improved in your school? \_\_\_\_\_

#### Appendix IV: Document Analysis Guide

With the aid of school authorities the researcher will analyze the documents ask probing questions and make remarks on the following instructional tools then make comments in relation to each item.

Item	Available	Not available	Comment
<b>Record of work</b> Regularly updated Regularly checked			
<b>Instructional Materials</b> Provision of course books Provision of exercise books Teachers guide book			
<b>Curriculum Time table</b> Subjects distributed correctly All subjects taught			
<b>Schemes of work</b> Updated regularly Checked by principal			
<b>Lesson Plans</b> Regularly updated Are they used			

Appendix V: A map showing Turkana central Sub County



## Appendix VI: Introduction Letter



### Kenya Methodist University

P.O. Box 267 - 60200, Meru, Kenya, Tel: (+254-020) 2118423-7, 064-30301/31229 Fax: (+254-064) 30162 Email: info@kemu.ac.ke , Website: www.kemu.ac.ke

March 6, 2017

#### TO WHOM IT MAY CONCERN

**RE: LOMUDANG ESINYEN THOMAS EDU-3-3581-3/2014**

This is to confirm that the above named is a student in the Department of Education, in this University, pursuing Master of Education in Leadership and Education Management.


As a requirement, the student is expected to undertake an independent **primary** research in their area of specialization.

The purpose of this letter is therefore; to introduce the student to you and request you to allow him undertake the research in your organization.

The student has been advised to ensure that all data and information from the ~~organization~~ is treated with utmost confidentiality and only used for academic purposes unless otherwise stated.

Any assistance accorded to him will be highly appreciated.

Yours faithfully,

  
**Mr. Bernard Baimwera**  
**Deputy Registrar - Academic Affairs**

Nairobi Campus: Koinange Street, P.O. Box 45240-00100 Nairobi - Tel: +254-20-2118443/2248172/2247987/0725-751878. Fax: 254-20-2248160. Email: nairobicampus@kemu.ac.ke  
Nakuru Campus: Mache Plaza, 4th Floor, P.O. Box 3654-20100, Nakuru, Tel +254-51-2214456 Fax 051-2216446. Email: nakurucampus@kemu.ac.ke  
Mombasa Campus: Former Oshwal Academy, P.O. Box 89983, Mombasa. Tel: +254 - 041-2495945 / 8, Fax 041-2495946. Email: mombasacampus@kemu.ac.ke  
Nyeri Campus: Lware Building, 4th Floor, Tel: +254-61-2032904. Fax: 254-61-2034400. Email: nyericampus@kemu.ac.ke

## Appendix VII: Research Authorization



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
**STATE DEPARTMENT OF BASIC EDUCATION**

Telegram 'ELIMU', Lodwar  
Telephone 'Lodwar' 054 21076  
Fax/No: 054 21076  
Email: cdeturkana@education.go.ke  
When replying please quote  
REF: TUR/CDE/ADM/VOL.1/56

TURKANA COUNTY EDUCATION OFFICE,  
P.O. BOX 16- 30500,  
LODWAR.

7/06/2017

Thomas Esinyen Lomudang  
Kenya Methodist University  
P.O BOX 267-60200  
MERU

**RE: RESEARCH AUTHORIZATION.**

Following your application letter dated 27th 2017 to carry out research on *"The influence of clinical supervision practices on teachers' academic performance in public secondary schools within Turkana Central Sub-County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in Turkana County for the period ending 27th March, 2018.

You are however advised to report to the **Sub-County Director of Education**

**Turkana Central** before embarking on your research

 COUNTY DIRECTOR OF EDUCATION  
TURKANA COUNTY  
P.O. Box 16 - 30500,  
LODWAR

**PIUS O. NG'OMA**  
COUNTY DIRECTOR OF EDUCATION  
**TURKANA COUNTY.**

## Appendix VIII: National Commission For Science Technology And Innovation



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. NACOSTI/P/17/63186/16239

Date: 27<sup>th</sup> March, 2017

Thomas Esinyen Lomudang  
Kenya Methodist University  
P.O. Box 267- 60200  
MERU.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The influence of clinical supervision practices on teachers’ academic performance in public secondary schools within Turkana Central Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in Turkana County for the period ending 27th March, 2018.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Turkana County.

The County Director of Education  
Turkana County.