

# Teacher Supervision Influence on Student's Academic Achievement in Secondary School Education in Migori County, Kenya

Paul Alela Oguta<sup>1</sup>, Kennedy Nyambeche Getange<sup>2</sup>, Stella Juma<sup>3</sup>

<sup>1</sup>Faculty of Education Management, Rongo University, Kenya

<sup>2</sup>School of Education, Kisii University, Kenya

<sup>3</sup>Faculty of Education Management, Rongo University, Kenya

**Abstract:-** Education is a fundamental human right which promotes acquisition of knowledge, skills which spurs development. Despite efforts by policy makers, administrators, teachers and learners to improve learner achievement, performance remains poor (MOEST, 2012). The purpose of this study was to establish the influence of teacher supervision on academic performance in secondary school education in Migori county, Kenya. The study adopted concurrent triangulation research design. The target population for this study was 184 public secondary schools, 1233 teachers, and 73,385 learners. Sample involving 56 public secondary schools whereby 56 principals, 370 teachers and 398 learners were drawn from target population. Purposive sampling was used to get 56 schools, simple random sampling was used to get 370 teachers and stratified random sampling technique was used to get 398 learners. Data for the study was collected by the use questionnaires and interview schedules. Validity of questionnaires was tested during the pilot study in Homa-Bay County which is neighboring Migori County. Split Half reliability test which is a measure of internal consistency was used. All pre-testing procedure for Reliability of instruments was based on reliability coefficient of 0.79 indexes. The data collected was summarized and analyzed qualitatively and quantitatively. The research revealed that institutional managers should design proactive processes that can inculcate positive support for teacher supervision.

**Keywords:-** Teacher Supervision, Academic Achievement, Secondary Education

## I. INTRODUCTION

Findings of Glickman Gordon and Ross-Gordon, (2010), agree that teacher supervision and evaluation are essential and complementary functions, although they present distinctive characteristics. Further, they advance five principal roles namely clinical supervision, group development, professional development (PD); curriculum development and action research. These five roles are geared towards supporting, motivating and consulting teachers so as to improve academic achievement. Glickman et al., (2010) found out that principals have a duty to check schemes of work, records of work, and other professional documents. In addition, they suggested that where principals carry out these roles well, the learners' register good performance. This research entitled influence of management strategies on academic achievement will strive to find out whether principals are performing the above roles in Migori County.

In Ghana, a study conducted by Baffour-Awuah, (2011) noted that while principals use traditional methods of supervision, teachers showed that they preferred a more contemporary practice of direct assistance often referred to as clinical supervision. The study also noted that teachers required consultative, supportive and collegial methods of supervision which are equally more modern. The above findings were relevant to this study because they would assist the researcher to come up with findings that would assess the influence of supervision on student's academic achievement in education.

In Nigeria, a study by Owadiae, (2012) observed that secondary school learners' academic achievement in external examination have been low. For value-added academic achievement, supervision is mostly required in secondary school. In support, Akinfolarin, Babalola, & Aledetin, (2017) affirmed that academic supervision had affirmative correlation to learners' academic achievement in examinations, hence, student's academic achievement in examination can be attributed to the level of supervision of teachers. They concluded that achieving quality learning depends largely on effective supervision of teachers which improves the academic achievement in schools.

Further, study by Adewale, (2014) established that the principals and the vice principals in Ogun State have designed their day-to-day activities in schools to administrative supervision, leaving the academic supervision open to external supervisors whose efforts have no continuity and dependability. In the above view, academic achievements of learners' which have been left under the teachers have continued to decline. This has provided an escape route for external supervisors to declare that they have done their part, what is left is for the teachers to do their own part. The supervisory strategy in Nigeria is not working. There is a gap in that managers may think they are managing resources in the right way but may leave out the most crucial aspects. Practically, there is a wide disconnect between external supervisors, teachers and school administrators in Nigeria. The situation in Nigeria mirrors what is taking place in Kenya. This research will strive to come up with research answers that may turn around the process.

Sabaitu&Ayandoja (2012) conducted a study in Nigeria which sought to find out the influence of supervisory activities in learners' academic achievement in English Language in senior secondary schools. The purpose of the study was to examine the influence between supervision and student's academic achievement in senior secondary schools. The study showed that there was significant impact of supervisory interventions put in place by school institutional managers on academic achievement in English Language. The strategies that were used were checking of student's notes, checking teacher's punctuality, checking attendance, moderation of examinations and class visitation

A study conducted by Nakpodia (2011) further suggested that the best strategy is for the principal to be the head-teacher, supervisor, chief education officer, executor of instructional program, teacher of teachers and curriculum director. In support, World Bank, (2011) reported that there is a growing conviction that empowerment of school site supervision can make a school respond to needs of learners' and improve overall achievement. Monitoring of teachers is a guarantee for better qualities which is possible with cooperation between principals, deputy principals and teachers. The report indicated that supervision should be extended to classroom situation. The gap in this study was that it was conducted in primary schools as opposed to this study which was conducted in secondary schools.

Kramer, Blake, & Rexach (2005) in a study revealed that teachers in high performing schools view supervision as a friendly process while those in low performing schools regard supervision especially teacher observation as a witch hunt. This revelation is also echoed in Kenya by Muriithi (2012) who observed that majority of teachers in high performing institutions do not mind presenting their records of work for scrutiny by the principal. Muriithi (2012) further suggests that there is need to study ways of carrying out effective supervision and equipping principals with effective teacher management strategies as a positive

attempt for helping to improve academic achievement in schools.

In Kenya, a study conducted by Nyamwamu, (2010) indicated that it is only the principal who has the authority to put in place administrative and supervisory changes which is necessary to improve teaching and learning through class visitation. In support, Fischer, (2011) observes that through classroom visits, the supervisor can have an insight into quality benchmarks and performance. The same view is advanced by Mavindu, (2013) who suggested that supervision which included classroom visitation, teacher observation, post observation, conferencing and checking teacher's records significantly influenced academic achievement in public secondary schools in Trans Mara west Sub-County. Whether supervision practice has an effect on academic achievement is the concern of this literature review and the entire study.

A study conducted by Kimeu, (2010) found out that registration in the morning to check learners' absence or late-comers have improved attendance greatly and by extension, punctuality to lessons were satisfactory. Ngujiri further suggests that registration should not only be confined to learners'. Principals as supervisors should mark the staff attendance register to ensure regular attendance to duty. The research advances that this would improve delivery. In addition, a study by Muoka, (2007) examined ways in which principals conducted supervision in public secondary schools in Mwala Division, Machakos Sub County. The Study wanted to determine the extent in which other teachers embraced supervision. The study found out that principal as supervisors were effective in carrying out instructional Supervision. The adoption of a more modern strategy of supervision was found to be effective. It is an interest of this study to see how Muoka (2007) findings would relate to this study. However, challenges that the teachers faced in the study were different from the ones that Wenzare, (2012) cited which included heavy workload and inadequate learning materials.

Further, Kerubo, (2010) conducted a study on role of head-teacher's supervision on Kenya Certificate of Primary Education (KCPE) in Dagoreti Division. The study examined the extent to which head-teachers approved schemes of work, lesson plans and records of work. The study by Kerubo, (2010) found out that head-teacher supervisory interventions were effective. The gap in this study is that it was done in primary segment of education. This study would strive to fill the gap by establishing influence of supervision on learners' academic achievement.

#### ➤ *Purpose of the Study*

To establish the influence of teacher supervision on academic performance in secondary school education in Migori county, Kenya

➤ *Research Objective*

To assess influence of teacher supervision on student's academic achievement in secondary school education.

➤ *Research Hypothesis:*

There is no significant influence of teacher supervision on learners' academic achievement in secondary school education.

## II. RESEARCH METHODOLOGY

A concurrent triangulation design was adopted in this study. This design was used because it presents a fused method to reconstruct a research outcome in order to find a solution to the problem under study. The design enables the researcher to incorporate human experience and overcome weaknesses or intrinsic biases and problems that come from single research method. The study targeted 184 public secondary schools, 1233 teachers and 73385 learners. The study used purposive sampling to get 56 schools, simple random sampling to get 370 teachers and stratified random sampling to get 389 learners. Questionnaires and interview schedules were used to collect data. Data was analysed using mixed method involving qualitative and quantitative approaches

## III. RESULTS AND DISCUSSION

### A. Aspects Being Supervised

The variable aspects being supervised were considered in this research to enable the researcher identify evaluation items. The principals and teachers mentioned several aspects but the most mentioned chronologically were as follows.

- Professional Documents (Schemes of work, lesson plans, lesson notes)
- Teachers Punctuality in schools
- Performance in subjects.
- Content delivery
- Academic Performance.
- Class attendance
- Level of hygiene
- Syllabus coverage
- Time management
- Classroom observation

The list above was generated from respondent's revelation of aspects that were supervised. The researcher summarized them and captured the most mentioned aspects. The list was constructed on the order of occurrence. It was established that the most evaluated aspect was professional documents followed by teacher punctuality. Teacher punctuality in class attendance was not evaluated. At number three was performance in subjects followed closely by content delivery. Academic performance was fifth; class attendance among learners' ranked sixth and level of hygiene was seventh. Ranked eighth was syllabus coverage, time management and Classroom observation was ranked ninth and tenth respectively.

### B. Hypothesis Test on Influence of Teacher Supervision Achievement

This section presents more findings from analysis of data to test the hypothesis below:

➤ *Hypothesis I:*

There is no significant influence of teacher supervision on learners' academic achievement in secondary school education. hypothesis testing on influence of teacher supervision on learners' academic achievement in secondary school education used chi-square test to analyze data based on alpha  $P=0.05$  level of significance. The table below showed Chi-Square test on influence of Supervision on learners' achievement in KCSE 2017.

Influence of Supervision on learner Achievement in KCSE-2017			
Chi-Square Test			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.275	7	.092
Likelihood Ratio	13.639	7	.058
Linear-by-Linear Association	3.517	1	.061
<b>N of Valid Cases</b>	<b>348</b>		
<i>P&lt;0.05 Chi Square = 14.177, df = 7, N=348, P=0.092</i>			

Table 1

The result in Table 1 showed that supervision had no significant influence on learners' academic achievement in the 2017 KCSE results, alpha 0.05 ( $p<0.05$ ). From the result, the hypothesis was not rejected. This was because in table 1 above the computed value of chi-square is less than the critical value of chi square. The critical value of chi-square at  $df = 7$  is 14.07 while the calculated chi-square value is 12.275 according to Saleemi, (2014), when the computed value of the chi-square is greater or equal to the

critical value of the chi-square, then it is significant and consequently the null hypotheses is rejected. However, when the computed value of the chi-square is less than the critical value as is the case above, then it is not significant and consequently the null hypothesis is not rejected. This confirms that supervision has not been conducted to the required level that could enhance academic achievement. Institutional managers should put strategies in place to improve on teacher supervision to enhance academic

achievement. However, the finding does not advance that we should not embrace supervision. If supervision is well coordinated, the findings of Akinfolarin, Babalola, & Aledetin, (2017) who affirmed that academic supervision had affirmative correlation to learners’ academic achievement will become a reality

In conclusion, the study found out in this section that both principals and teachers agreed that teacher supervision was essential for improving learner’s academic achievement. The questionnaires returned from principals and teachers showed that 88.9 percent and 91.4 percent respectively supported that teacher supervision is important. However, the managers did not practice effective supervision.

The findings after confirming that principals have a role to play in supervision, further confirmed that the principals had a role of enhancing supervision to facilitate teacher collaboration in classroom processes. Further, this section showed that test scores should be used to evaluate teachers. Test scores could be tabulated to show level of achievement of teachers in the various classes they taught. Also, the study showed that staff meetings were held to support supervision.

This section noted that the aspects being evaluated should be professional documents, Teachers punctuality, performance in subjects, content delivery, and class attendance; level of hygiene, syllabus coverage, and time management. In addition, correlation tests were conducted to certain whether there was a correlation whether learners and teacher should be involved in decision making. The finding ascertained that there is a strong correlation coefficient of 0.816 (81.6 percent) between the views that both learners’ and teachers be involved in decision making. It is therefore central that institutional managers put strategies of involving teachers and learners’ in management processes in institutions.

*C. Correlation between Decision Making and Supervision*

Correlation between decision making and supervision was considered in this study to assess whether involvement of institutional stakeholders in decision making influenced learner’s academic achievement in secondary school education. Table 4.12 showed correlation test on whether involving teachers in decision making related to supervision and by extension learner achievement. The table below showed a correlation of 0.816 which indicated a higher correlation.

<b>Correlation Test</b>			
		<b>Involving Teachers Improve Supervision</b>	<b>Involving Learners’ Improve Supervision</b>
<b>Involving Teachers Improve Supervision</b>	Pearson Correlation	1	.013
	Sig. (2-tailed)		.816
	N	348	347
<b>Involving Learners’ Improve Supervision</b>	Pearson Correlation	.013	1
	Sig. (2-tailed)	.816	
	N	347	347

Table 2:- Correlation on Decision Making and Improving Supervision

Table 2 revealed that there is a strong correlation coefficient of 0.816 (81.6 percent) between the views that both learners’ and teachers be involved in decision making. It is therefore fundamental to strategize on using both teachers and learners’ in management processes in our institutions. Involving teachers and learners in decision making in secondary school institutions is crucial in management approaches within institutions thus enables institutions to improve on internal effectiveness. The result showed that the dichotomization of teachers as teachers and learners as learners with no input to support management approaches should be recast. The data outcome indicated that involving learners and teachers in decision making were important tools in enhancing achievement in secondary school education. institutional managers would improve achievement if they improved teachers and learners in decision making.

The result showed that teacher supervision had no significant influence on learners’ academic achievement in the 2017 KCSE results, alpha 0.05 (P<0.05). From the result, the hypothesis was not rejected. A hypothesis test was conducted to certain the influence of supervision on learners’ academic achievement using Chi-square based on alpha 0.05 (P<0.05). The Hypothesis was accepted. P<0.05 (Chi Square = 14.177, df = 7, N=348, P=0.092). This was because in table 4.24 the computed value of chi-square is less than the critical value of chi square. The critical value of chi-square at df = 7 is 14.07 while the calculated chi-square value is 12.275. The computed value of the chi-square was less than the critical value consequently the null hypothesis was accepted.

#### IV. CONCLUSION

The study concluded that there was no significant influence of teacher supervision on learners' academic achievement in public secondary education. Using correlation test, the research determined that teacher supervision and its related variable teacher evaluation had no significant influence on learners' academic achievement in secondary school education. The study concluded that supervision was essential for improving learner's academic achievement but was not seriously taken as a management tool in secondary schools in Migori County.

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