



# Influence of Principals' Supervisory Practices on Teachers' Effectiveness in Public Secondary Schools in Meru Central Sub-County Meru County, Kenya

Omondi Edward Odwar and Ruth Thinguri  
Mount Kenya University, Kenya

Email: [Odwar@gmail.com](mailto:Odwar@gmail.com)

**Abstract:** *This paper discusses the influence of principals' supervisory practices on teachers' effectiveness in public secondary schools in Meru central sub county, Meru County, Kenya. Although other factors could be contributing to teachers' effectiveness, theoretical and empirical literature show that principals' supervisory practices on teachers is a vital aspect in teachers' effectiveness. This study sought to determine the influence of principals' supervisory practices on teachers' effectiveness. The study looked at teacher professional document, classroom observation, provision of teaching resources, teacher appraisal and teacher professional development. Further, the study sought to establish whether a significant relationship between the checking of teachers' professional documents and teachers' effectiveness. The study adopted mixed methodology research design where simple and purposive random sampling as well as census methods were used to extract study respondents. A study sample of 576 was selected from a population of 10,555 in Meru central. Quantitative data was analysed using descriptive (percentages, frequencies,) and inferential statistics (regression analysis) while qualitative data was analysed using thematic analysis. The study found that principal checking of teacher professional document has an influence on teacher effectiveness and that most principals do not write reports on teachers' conduct and professionalism, the study recommended that principals should purpose to write reports on teachers' conduct and professionalism since this can lead to identification of professional gaps that may exist. Additionally, for classroom observation to be effective it should be done severally. This adds to empirical knowledge on principals' supervisory practices and may contribute to expected interventions in teachers' effectiveness.*

**Keywords:** *Principals, Supervisory practices, Professional documents, Teachers' effectiveness.*

## How to cite this work (APA):

Omondi, E. O. & Thinguri, R. (2023). Influence Of Principals' Supervisory Practices on Teachers' Effectiveness in Public Secondary Schools in Meru Central Sub-County Meru County, Kenya. *Journal of Research Innovation and Implications in Education*, 7(4), 192 – 201. <https://doi.org/10.59765/ciwe4294>.

## 1. Introduction

Principals' Supervisory practices refers to those aspects that a principal uses in administration of the school focusing predominantly on realisation of suitable expectation in education system. It is purposing towards the maintenance of the diverse efforts of the staffs in line with the goals of the institution. It is majorly about the strategies of efficiency and appropriate resource management. It is also about using principals' supervisory

practices as an instrument of controlling the quality in the system of education. Teacher effectiveness implies the expertise and knowledge that enables a teacher to be successful in the teaching and learning environment. Neagley et al. (1980), argue that practice of supervision in the modern arena is any service shown to teachers that brings about improvement of instruction. It comprises of self-motivated, democratic measures taken to enhance education by fostering the ongoing development of all

parties involved, including the student, the tutor, the manager, the director and parents.

Globally, a report by UNESCO (2019) dubbed *module 1 on supervision as a monitoring system*, posits that the main functions of school supervision system is monitoring the education quality. The monitoring is expected to have positive influence on the education quality. For that reason, supervision becomes an integral part of general improvement and quality of monitoring system, involving other methods like examinations, achievement tests and self-assessment practices by school and teachers.

Nakpodia, (2011) in a study entitled an empirical assessment of principal supervision capacity identified three methods that would assist teachers achieve goals set in supervision process and total enhancement of entire learning and teaching process. The strategies which included principals; classroom visitation and inspection, target setting meetings, provision of resources for staff professional growth and development

In Kenya the mandate to manage teachers have been given to The Teachers Service Commission (TSC). The commission is dedicated towards effective management of the teaching service for quality education as provided in the Kenyan constitution. The constitution acknowledges the crucial role given to secondary schools in improving the quality of lives of Kenyan citizens. In conformity to TSC Act (2012), section 11(f) and 35 (I), the TSC is assigned the rights to oversee the behaviours and teacher performance in the teaching service. The head teachers are expected to sign a performance contract, which is a 'Statement of Responsibility' where the head teacher in the headship accepts the responsibility of provision of the required leadership in devising suitable plans and sound strategies to deliver educational services and assist the school realize its goals. In this respect, the introduction of an open teachers' performance appraisal system by the Commission is meant to reinforce supervision and constantly observe teachers' performance in the implementation of curriculum at the level of institution. The teacher appraisal system provides feedback, clarifies teachers' roles and improves communication.

Principals are the managers and leaders of everything taking place in schools. They are mandated with the task of making sure that proper educational policies are in place to back up effectual teaching and learning (MoE., 2005; Naomi, et al., 2016 quoted by Obunga, 2019). A report by Namunga (2017) posits that where instructional supervision is intensified through proper teacher- student classroom observation, regular inspection of professional documents of teachers, proper orientation of new teachers and holding of conferences on instruction to enhance teaching and learning could improve academic performance. This is verified by other researchers such as

Mutinda, (2016), who established that student's achievement in academics is attributed to principals' effective instructional management. Good school performance is inevitable where principals take their role of instruction as well as quality assurance mandate being noticed (Ndaita, 2013).

The supervisory practices by principals could create a change in teacher effectiveness as well as students' achievement. The principal leads by example, directs and motivates the employees to do their duties. In well performing schools, the principal does a number of teacher supervision. Meaning that the school's leadership practices and quality determine how effective teachers are even in performing their roles. Kiiru, (2015) argues that effectiveness of instructional supervision depends on teachers and principals' collaboration as well as a common understanding between them. Where conditions of strained relationship between the teacher and the principal, is prevalent the students' academic performance may suffer since teachers will be less effective.

Ideally education succeeds when achievement of education goals within the school and proper supervisory practices are carried out by school principals. This shows how vital the task of supervision is in a school. Though principals have various responsibilities such as teaching in class, general school leadership, attending to parents, providing pedagogical resources, being the school accounting officer and attendance of various meetings, they find it difficult to effectively supervise the teacher hence they offer negligible attention to activities of supervision (UNESCO, 2017).

Teacher effectiveness and performance has elicited worry due to doubt of many principals giving supervisory practices little attention therefore causing a steady decline in teachers' effectiveness, their performance in instructional tasks as well as decline in students the academic performance. Seeing that in most public schools' teachers have historically been evaluated by students results only, which is one way to the measurement of teacher effectiveness is in terms of students performance. So using this measure still, locally records from Meru central Sub-County Education Director's office shows from 2018 to 2020, performance in National examination (KCSE) in Meru central has continuously been less than the average grade necessitating attention being driven in this area. Teachers' effectiveness is everybody's concern in the society. All in all, claiming that poor supervision of teachers has been rife is based on assumptions. Other factors could be contributing to this below average performance, and supervisory practices of principals cannot be ruled out. Teachers' ineffectiveness could have contributed to the same results since performance is one indicator of teacher effectiveness. According to Owan et. Al., (2018), there are other variables that influence

learners' performance in academics, such as control of student's discipline, classroom management and teacher motivation. Owan (2018a), argues that an effective teacher has clear lesson content delivery, good time management, positive attitude, efficient classroom management, suitable disciplinary approaches, proper punctuality, decent dressing, good mastery of subject content, effective communication skills, good classroom arrangement, considerate of learners individuals differences and integrity. Hence, coupled with the fact that no earlier studies have been done in Meru central about supervision, compelled the reason to conduct this research in Meru central, to investigate the influence of principals' supervisory practices on teacher effectiveness.

## 1.2 Research Objectives

The research was purposed to:

1. To determine the influence of principals' supervisory practices on teachers' effectiveness in public secondary schools in Meru central Sub County, Meru - County Kenya
2. To determine the influence of checking teachers' professional documents on teachers' effectiveness in public secondary schools in Meru central Sub County, Meru - County Kenya

## 1.3 Research Questions

Research questions that guided the research were:

- i) What is the influence of principals' supervisory practices on teachers' effectiveness in public secondary schools in Meru central Sub - County, Meru - County Kenya?
- ii) To what extent is checking of teachers' professional documents influence teachers' effectiveness in public secondary schools in Meru central Sub - County, Meru - County Kenya?

## 2. Literature review

In the United States of America, Fischer (2011), argues that teacher and learner classroom experiences are key in the process of teaching and learning. While teachers understand their teaching methodologies through an examination of their professional documents. They get to know their duties and still, their views are improved through serious appraisal, their feelings towards work and beliefs. Despite this being true, the researcher overlooked

the influence of checking teachers' professional documents on teachers' effectiveness, thus this researcher endeavoured to determine the influence of checking teachers' professional documents on teachers' effectiveness.

Fitzgerald, (2011), argue that everything done to aid teachers in maintaining and improving teachers' effectiveness in classrooms characterize supervisory practices. Head teachers have the responsibility to supervise teachers in their stations of work and ensuring that they carry out their duties effectively. Thus, supervisory practices should be geared towards various parts comprising of making arrangement for academic activities, following the needs of curriculum including gauging the staff teaching capacity, availing resources for teaching and learning, formulation of code of conduct to regulate teachers' behaviours as well as students' behaviours, helping teachers be competent through facilitation of teachers' professional growth and development.

In Nigeria the principals supervise departmental heads through checking schemes of works, teachers lesson attendance, teachers notes for lessons, truancy and awarding teachers, (Shuaib,2016). The principals are expected to provide the materials to teachers to ensure effective duty performance. Shuaibu (2016), further notes that some school heads occupy themselves with school inspection of building projects, parents and teachers' association (PTA) fund drives and attending to visitors but shying away from supervision of teachers. Whereas all this is very correct the study failed to prove in what way checking of teachers' professional documents influence teachers' effectiveness. This research is focused to determine how checking of professional documents influence teachers' effectiveness. Despite the many administrative roles undertaken by the principals, supervision should remain the top priority.

Madziyire (2010) posits that in Zimbabwe teaching and learning process is supervised by many officers the principal included since they are the ones in close touch with the teachers. These officials include the directors of education, Primary education and secondary education minister, provincial education directors, ministry's permanent secretary and commission inspectors in civil service. Sibanda et al. (2011), argues that principals in Zimbabwe oversee academic progress in schools to confirm that education provided is quality. Thus, the teacher's quality of teaching is affected by effective monitoring and the principal and other officers are the focal point of effective supervision.

Loto & Afolabi (2008), argue that principals ought to seriously look at specific elements in prepared lessons plans: the simplicity, and suitability of activities of

learners, practicability and sufficiency of teaching notes, using correct teaching-aids, teaching technique assessment to look at the level objectives can be realised.

In Kenya Onyango (2005), posits that in the running of an organization record keeping is a very important aspect. Teachers in schools should make their professional records while maintaining them. These documents are daily lessons plan, termly schemes of work, weekly records of work, students progresses-records, teacher mark-books and students class registers. Though principals are expected to keep a teachers attendance roll call. Kimeu (2010), maintains that principals looking at teacher utilization of teaching resources and conduction of activities such as checking lesson notes, checking if given assignment is marked, corrected and seeing teachers school attendance. Principals have to frequently intermingle with learners, check learners writing books, ascertain given assignments by individual teachers plus whether learners exercise books are marked, signed and corrections made. Teachers should ensure these documents are updated and when needed by principals they are available. Irungu's (2015) affirms that looking at learner progress gives a guarantee that the learners are doing assignment as expected. Thus, helping have focus on their set goals. And it assists the teachers be keen and competent while evaluation of the work is done and the class activities advancement are monitored.

Republic of Kenya (2009), states that as part of preparation to teach, teachers prepare scheme of work. A scheme of work is an action plan because of syllabus topics being broken-down to parts that can be taught. It connotes daily, weekly, monthly, or even a yearly teaching parts in summary form. It as well shows each lesson's relevant study activities. The principal ensures teachers maintain scope of syllabus, complexity, learner's level of I.Q and appropriateness of resources of learning.

The main reason for checking teachers' professional documents is that it assesses preparedness level of teachers and to ensure irrelevant information was not gathered for lesson/period. Supervision cannot necessarily be conducted to enhance classroom instruction but also to improve performance of students' together with teacher effectiveness since students' performance is used to gauge teacher work. The Ministry of Education (Moe) takes immense interest in measuring performance in Kenya. And with this, the desire for performance pushed the TSC to come up with a way to enhance teacher performance using the teacher performance appraisal in addition to professional development programme under the supervision of the school principals.

Teachers show their level of preparedness through the preparation of a lesson plan since it involves gathering information beforehand pertaining the lesson. Thus, poorly prepared lesson plans show ineffectiveness on teachers'

part and their aloofness to teacher work. Chapman (2001), advanced that where supervision is conducted regularly teachers tend to structure and plan their lessons better. Directly affecting learners while their performance in academics improves in turn. Teachers prepares work records; a precise documentation of content covered date and time it was taught. Records of work help teachers while looking at taught content and methodologies applied in the teaching and learning and their effectiveness. Nyamwamu (2010), argue that to promote academic achievement in the school, the principal has to regularly oversee records of work updating its maintenance. Ngunjiri (2012), postulates that to monitor students' participation, performance and progress, teachers need to keep records. They should as well keep a mark-book of marks students obtain exams and done work. A record of learners' roles and duties, their wellness and family background should be kept as well. The study by Nyamwamu leaned towards school academic achievement making it learner centred. This study though looked at the influence of checking teachers' professional documents on teachers' effectiveness.

### **3. Methodology**

#### **3.1 Study site**

This study was conducted in public secondary school in Meru central Sub - County, in Meru - County. The researcher chose the public schools in Meru central Sub - County because it was where the problem was. A mounting attention on effectual supervisory practices in schools and teacher effectiveness has been there in Kenya. Some studies had been focusing on the professional roles of the principal. The principals' supervisory competencies on communication and leadership have major impact on teachers' work performance regarding content delivery, class attendance, keeping of records and note making (Owan and Agunwa, 2019). Subsequently, a perpetual deterioration in teachers' teaching, performing of duties and learners' performance.

#### **3.2 Research design**

The study adopted mixed methodology where descriptive qualitative and survey quantitative designs were used for the purpose of concurrent triangulation because the weakness of one approach was offset by the strength of another method. Use of mixed method intended to collect data that is dependable. The nature of the study was quantitative & qualitative because the study intended to give an account of the emerging issues and examine the correlation in respect to principals' supervisory practices on teacher effectiveness. Descriptive research design was

deliberately selected due to its appropriateness with investigations involving the assessment and narrating of a particular condition as it is. Another advantage for choosing the descriptive design was because it enabled the collection of sizeable data quantity within a reduced time period and it properly allowed the researcher to ascertain influence of principals' supervisory practices on teachers' effectiveness in Meru central Sub - County. Precisely, in respect to the study objectives, the design assisted the researcher to assess current situation of influence of principals' supervisory practices on teachers effectiveness.

### 3.3 Sampling procedure

Schools and teachers were subjected to simple random sampling then the principals were purposively sampled whereas census method was used for the MoE and TSC officials. For the students, Yamane's formula (Yamane, 1967) was used to extract a sample to use in the research as shown here;

$$N_0 = \frac{N}{1 + N(e^2)}$$

Here,  $N_0$  = preferred sample size at 95% confidence level

$N$  = Targeted Population

$e$  = Confidence level of 5% (Decimal equivalent is 0.05 level of significance)

To get the exact sample size, the researcher used actual population size of students of 9928. The researcher then selected the desired confidence level and interval level. Thereafter, using the formula, the researcher arithmetically calculated the sample size. Therefore, the desired student sample was:

$$N_0 = \frac{9928}{1 + 9928(0.05^2)}$$

$N_0$  = 385 respondents.

Applying the above formula, 385 students' participants participated in the study. To select students' respondents from already extracted sample, simple random sampling sufficed. The sample size was 14 schools, encompassing 14 principals, 173 teachers, 385 students and 4 MoE/TSC officials. The final sample of 576 respondents participated in the study.

### 3.4 Validity and Reliability

To ensure instruments validity, peer review was conducted with the help of a specialist from the educational management and curriculum studies department in Mount Kenya university to make sure that questionnaires were

aligned with the research questions as well as examine the content in detail to ensure that the test details represent the domain to be measured. For reliability test, using test-retest method sufficed. This was done through re-issuing corrected research instruments twice, to the same participants after initial admission. Scores from the two groups were correlated with the Pearson's correlation coefficient to determine the range with which the particulars of the questionnaire constantly showed uniform answers each moment they were administered. The Pearson correlation coefficient ( $R$ ) was calculated using this formula:

$$r = \frac{n\sum XY - \sum X\sum Y}{\sqrt{n\sum X^2 - (\sum X)^2(n\sum Y^2 - (\sum Y)^2)}}$$

Where:  $r$  - Pearson product-moment correlation coefficient

$X$  - Outcome of the 1<sup>st</sup> trial

$Y$  - Outcome of the 2<sup>nd</sup> trial

$N$  - sum number of observations

The researcher opted for a coefficient correlation of beyond 0.7 which show approval of internal constancy. But from the test, a coefficient correlation of 0.8 was found and was deemed reliable. According to Best & Kahn (2006), they posited that reliability is the magnitude of research instruments giving similar outcomes after repetitive tests on same respondents. Therefore, the outcome from the 1<sup>st</sup> trial and the 2<sup>nd</sup> trial were compared and since the answers correlated positively the instruments were considered reliable.

### 3.5 Data collection

Collection of quantitative data was through survey approach. Survey method involved gathering information from any sample of the population like question from headteachers, teachers and learners on specified subject only once. The intention for survey method was to portray existent circumstances, ascertain the criteria to use to compare with the existent circumstances, and investigate existing relations linking events. Information was collected through a questionnaire. Qualitative data was gathered through interviews and document analysis guide. Questionnaires were used for students and teachers while the principals and MoE/TSC officials an interview guide was used as well as document analysis guide.

### 3.6 Data Analysis

Already collected data was cleaned by cross examining it to determine any missing or inaccurate data was corrected appropriately. After cleaning the data, quantitative data collected was coded and analysed using Descriptive

statistics (percentages, frequencies, mean) and Pearson product moment correlation to measure correlation linking the independent variable and dependent variable then the strength of the correlation coefficient was tested, using SPSS windows version 24. The quantitative data collected was represented in frequency tables.

Laerd (2013), argues that inferential statistics helps the researcher to make predictions (inferences) from the data. Therefore, the researcher incorporated the use of Regression analysis to make a forecast. Gogtay et al., (2017), argues that regression could be utilised to establish linear relationships concerning two or more variables. Adding to description relationships, regression can as well be used as a move away from description to prediction of the outcome. Thus, to that extent regression analysis was appropriate for the study since it enabled the researcher to determine, influence of principals' supervisory practices on teachers' effectiveness. Supervisory practices were examined based on principals' implementation of checking teachers' professional documents. This helped deduce the elements that impact dependent variable. Simple linear regression equation  $Y = \alpha + \beta x_1$  was used to portray the coefficient attained in the regression analysis. Such that,  $Y$  = the projected value of the outcome variable;  $\alpha$  = projected value of the outcome variable provided the predictor variable value is zero;  $X_1$  = value of the predictor variable (Field, 2009). Since the regression model had only one predictor variable,  $R^2$  -squared value was employed as an alternative of adjusted R- squared to establish the extent the variation was justified by the model. The R-square gauges the intensity of the predictor variable explaining the variation of dependent variable while adjusted R- squared modifies the statistics grounded on the amount of the predictor variables within the model. Thus, adjusted R- squared is used to approximate how better the model is if the linear regression was built on multiple variables (Ofer, 2009; Akosua, Arcadius and Palm, 2013). The hypotheses were tested at  $\alpha = .05$  level of significance. The outcome of

data analysis was decoded, then deductions were made and exhibited through tabulation as frequency distribution table and simple percentages. The replies to open-end questions were noted to establish frequency of every reply.

For the qualitative data gathered through interview guide, Thematic analysis was used. Where the results are organized into subtopics in regards to the topics in research objectives then, it was presented in prose form so as to either validate or invalidate statistical outcomes and to ascertain if there was any correlation linking dependent variable which is teachers' effectiveness in Meru central and other variables in the study.

The findings from qualitative and quantitative research were mixed. The grounds for employing mixed methods in research is that it made the most out of the strength of each type of data whereas neutralising their weaknesses. Researchers combine qualitative and quantitative methods to magnify their evidence, increase the credibility of their findings as well as illustrate the outcomes of one approach with those outcomes from other method.

## 4. Results and Discussion

### 4.1 Descriptive analysis

The study sought to determine the influence of principals' supervisory practices on teachers' effectiveness. This section presents checking of teachers' professional documents such as schemes of work, teachers' lesson attendance, records of work, lesson plans lesson notes, students' assessment registers, reports on teachers conduct and professionalism as well as a correlation between principals' supervisory practices and teachers' effectiveness.

**Table 1:Checking teachers professional documents**

	Disagree		Neutral		Agree	
	Freq	percent	Freq	percent	Freq	Percent
Checking of teachers' professional documents has a great influence on teachers' effectiveness	103	17.9	191	32.4	282	49.7
The principal checks my scheme of work every term	103	17.9	93	16.2	380	65.9
The principal looks at my records of work every week	203	35.2	93	16.2	280	48.6
The principal checks my lesson plans regularly	187	32.5	86	14.9	303	52.6
My principal often demands to see my students' assessment records	103	17.9	380	65.9	93	16.2
The principal always writes a report on teachers' conduct and professionalism	482	83.7	93	16.2	1	0.1
Checking of various students' documents improves instructional techniques of teachers	144	25	150	26	282	49
The principal is mostly busy with administrative work and does not check any document.	473	82.1	103	17.9	0	0
Checking of students' documents and teachers' effectiveness strongly correlate	132	22.9	190	33	254	44.1

N=576

Source: Field data (2023)

The study found out that checking teachers' professional documents influence on teachers' effectiveness where majority of the respondents (49%) agree that checking teachers professional documents by principal's influence teachers' effectiveness. This indicate that the principals do carry out supervisory practices regularly to ensure teachers' effectiveness in carrying out their instructional duties. It was clear that the frequency of checking teachers' professional documents by principals was high, hence influencing teachers' effectiveness positively. This agreement by most respondents that the principals check their professional documents in line with outcome of study done by Sule (2012) on relationship of teachers' record keeping and teachers' job performance where it ascertained that inspection of teachers' records by principals, influenced teachers' job performance. It also matches the Code of Regulation for Teachers (2015) which commends that school principal's role is to supervise and to ascertain appropriate execution of curriculum of education and verify the teachers' professional documents.

This result fills the gap identifies in the findings by Aseka (2016), who investigated the influence of the instructional supervision practices of the head teachers on the job performance of teachers in Lang'ata Sub - County, Nairobi County. It established that teachers' work performance was credited to frequency in doing supervisory practices, for instance checking teachers' professional work records and classroom observation while noting that checking the professional documents of teachers gives principals an insight of teachers' content delivery and desire for timely intermediation where in-service learners are involved. With regards to the findings of these studies, it is clear that principals' supervisory practices influenced teachers'

effectiveness as an increase in frequency of checking teachers' professional documents leads to improved teachers' effectiveness.

The study further established that 65.9% of the respondents also agreed that principals check their schemes of work, while 48.6% agreed that principals check their records of work, which indicates that the checking schemes of work and records of work influences teachers' effectiveness. This fills the gap as indicated by Nyamwamu (2010), who despite leaning towards academic achievement, argued that promotion of academic achievement in the school, the principal has to regularly oversee the maintenance and updating of schemes of work and records of work.

With regards to lesson plans, 52.6% of respondents agreed that principals check their lesson plans. This confirms that availability and use of lesson plans influence teachers' effectiveness. Since study findings of Chapman (2001), advanced that where supervision is conducted regularly teachers tend to structure and plan their lessons better. This would improve their effectiveness in subject content delivery.

On students' assessment records, 16.2% of respondents agree that they influence teachers' effectiveness, though a good number (65.9%) remained neutral while 17.9% disagreed with the statement that students' lesson attendance influence teachers' effectiveness.

On whether a principal writes a report on teachers' conduct and professionalism, 83.7% of respondents disagreed with the statement with only 0.1% agreeing while 16.2% remaining neutral. This indicates that teacher conduct and professionalism reports are not often written. However, the

respondents who agreed argued that code of conduct for teachers influences teachers' effectiveness. This was expressed further by principal E (July,2023) who said that:

*Every profession has its guidelines, its ethos, the doctors have the Hippocratic oath of ethics, whereas teachers have the code of conduct for teachers on top of the TSC Act of 2012, this code ensures that teachers act within the set limits in the code. This as well influences their effectiveness while conducting their duties.*

The findings, on whether checking of various students' documents improves instructional techniques of teachers, 49% of respondents agreed. This they agree that checking of various students' documents improves instructional techniques of teachers.

A majority (82.1%) of respondents disagreed with the statement that principal is mostly busy with administrative work and does not check any document. With 0% of respondents agreeing and 17.9% remaining neutral. This implies that despite principals having various responsibilities such as teaching in class, general school leadership, attending to parents, providing pedagogical resources, being the school accounting officer and attendance of various meetings, they still effectively supervised the teachers.

**Table 2: Regression analysis on influence of checking teachers' professional documents on teachers' effectiveness**

Model summary				
Model	R	R squared	Adjusted R squared	P value
1	.311	.097	.095	.000
a. Predictors: (Constant), Checking teachers professional documents				
b. Dependent Variable: Teacher's effectiveness				

NOTE:  $P < 0.05$

The table 2, depicts the  $r$  value, ( $r = .311$ ); portrays a modest positive correlation between principals' checking teachers' professional documents and teachers' effectiveness. The R- Square ( $R^2 = .097$ ) signifies proportion of variation in teachers' effectiveness accounted for by principals' checking of teachers' professional documents. The adjusted R-squared value was used to evaluate how good the model is in multivariate regression. Since only one input variable in this model was available, the study used  $R^2$  value. The R- Squared value ( $R^2 = .097$ ), showed that principals' checking of teachers' professional documents accounted for a 9.7% variation in teachers' effectiveness where .097 is multiplied by 100. The 90.3% of variance remaining was accounted for by other factors not included in this model. The R- Squared ( $R^2$ ) also revealed a small effect size of .097. This size of effect implied that principals' checking of teachers' professional documents in public secondary schools of Meru Central sub county had minimal effect on teachers' effectiveness.

The respondents were asked whether checking of students' documents and teachers' effectiveness strongly correlate, 44.1% of respondents agreed with the statement, this percentage is high compared to 22.9% of respondents who disagreed with the statement this indicates that there is a strong correlation between checking of students' documents and teachers' effectiveness.

## 4.2 Inferential statistical analysis

In analysing the data, the researcher hypothesised that:

$H_{a1}$ : principals' checking of teachers' professional documents influence teachers' effectiveness in Meru central sub county Meru County Kenya.

$H_{01}$  principals' checking of teachers' professional documents does not influence teachers' effectiveness in Meru central sub county Meru County, Kenya

Using simple linear regression analysis, the two hypotheses were tested at  $\alpha = 0.05$  levels of significance. The regression analysis on checking teachers' professional documents were presented in table 2 below:

With regards to this evidence, the null hypothesis ( $H_{01}$ ) that principals' checking of teachers' professional documents does not significantly influence teachers' effectiveness in public secondary schools in Meru Central sub county Meru County, Kenya was rejected ( $p = .000 < .05$ ). The alternative hypothesis ( $H_{a1}$ ) that principals' checking of teachers' professional documents significantly influence teachers' effectiveness in public secondary schools in Meru Central sub county Meru County, Kenya was hence accepted.

## 5. Conclusions and Recommendations

### 5.1 Conclusion

According to the findings, majority of the respondents on the extent of how checking of teachers' professional documents influences teachers' effectiveness, 49.7% of

respondents agreed that checking of teachers' professional documents influences teachers' effectiveness, this is true compared to 17.9% of respondents who disagreed and 32.4% of the respondents who remained neutral. The study concludes that most principals check teachers' professional documents though not as regularly as expected. Since the level of teachers' preparedness, their level of qualification to teach is assessed through checking their professional documents and because we do not necessarily conduct supervision to enhance classroom instruction only but also to improve performance of students' together with teachers' effectiveness. The study also concludes that in school set up, the principal is there to always check whether teachers conform to requirement by the TSC that they have relevant professional documents to conduct teaching. Without these professional documents teachers would not know what to do and teaching in itself would lack merit.

## 5.2 Recommendation

Since the study found out that most principals do not write reports on teachers conduct and professionalism, the study recommends that principals should purpose to writing reports on teachers' conduct and professionalism since this can lead to identification of professional gaps that may exist.

And based on the study findings, the study recommends that principals should always endeavour to regularly check all teachers' professional documents.

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