

**INFLUENCE OF INSTRUCTIONAL SUPERVISION METHODS ON
CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS
IN MAARA SUB-COUNTY, THARAKA-NITHI COUNTY, KENYA**

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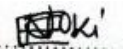


**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
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DECLARATION AND APPROVAL

I declare that this my project is my original work which has not been submitted to any other institution of learning for an academic award.

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DEDICATION

This project is dedicated to my heartfelt parents John and Florence and my children Davineil, Shiphrah, Letty and Joshua who have been a constant source of nourishment in development of this project.



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I acknowledge the grace of the Almighty for good health when preparing this project. I also acknowledge my supervisor, Prof. Joshua Gichaba Manduku, for his tireless and unconditional guidance during all stages of this project. I will forever be indebted to Mount Kenya University management for giving me a chance to pursue this program in the institution and providing the essential resources to support my academic endeavors. I am also appreciative to my colleagues who gave me lots of encouragement for me to work hard and complete this project. I thank my family for being patient with me when I was away researching and developing this project. I am eternally grateful to each and every one who has assisted me in one way or another to reach this milestone.



ABSTRACT

Education serves as a tool to mold and transform the populace of a nation, enhancing their cognitive abilities and thereby mitigating social disparities. In Kenya, secondary education is held in high regard due to its role in producing skilled human resources that align with industry benchmarks. As the country grapples with a growing population and the impact of globalization, its education system faces ongoing challenges that impact the quality of the educational outcomes. The main aim of the study was to determine the influence of instructional supervision methods on curriculum implementation in public secondary schools in Maara Sub-county, Tharaka-Nithi County, Kenya. The specific objectives of the study were: (i) to identify the instructional supervision methods used by principals (ii) to establish the level of effectiveness of instructional supervision methods adopted by principals in enhancing academic performance (iii) to examine the teachers' attitudes on instructional supervision in public secondary schools, and (iv) to determine the influence of school work environment on curriculum implementation. The study employed a descriptive research design. The study was conducted in Maara Sub County, Tharaka Nithi County. The target population was 52 principals and 776 teachers in public secondary schools in Maara Sub County, Tharaka Nithi County. Purposive, stratified and systematic sampling was used to obtain 16 principals and 264 teachers to obtain a sample size of 280 respondents. The study was based on the Symbolic Interactionism Theory by Blumer (1969). Primary data was collected using questionnaires and document analysis. The researcher used SPSS version 28 and interpreted through descriptive statistics including frequencies and presented using tables. Pearson correlation coefficient was utilized to determine the relationship between dependent and independent variables. Findings of the first objective revealed a positive correlation between instruction supervision methods and curriculum implementation (Pearson's $r = 0.201$, $p = 0.011$). Findings of the second objective showed a marginal positive association between instructional supervision and academic performance (Pearson's $r = 0.136$, $p = 0.037$). Regarding the third objective, the results showed there is a negative correlation between teacher attitudes and instructional supervision (Pearson's $r = -0.163$, $p = 0.035$). The study also found a positive association between work environment and curriculum implementation (Pearson's $r = 0.140$, $p = 0.024$). The study made recommendations based on the findings that principals should increase the frequency of instructional supervision activities including monitoring the timely preparation of schemes of work, checking lesson plans, and conducting classroom observations to promote curriculum implementation. There is need to collaborate with teachers to address teachers' negative attitudes towards supervision which limits curriculum implementation. It is critical for principals to provide adequate physical and administrative resources which enhance curriculum implementation.

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LIST OF ABBREVIATIONS AND ACRONYMS

HOD	:	Head of Department
IS	:	Instructional Supervision
KCSE	:	Kenya Certificate of Secondary Education
MOEST	:	Ministry of Education Science and Technology
NACOSTI	:	National Commission for Science, Technology and Innovation
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children's Fund



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section outlines the study background, statement of the problem, study objectives, research questions, and significance of the study, justification of the study, scope of the study, limitations and delimitations of the study, study assumptions and operational definition of key terms.

1.1 Background of the Study

Education is universally recognized as one of the most valuable investments in promoting the overall welfare, advancement, and survival of children (UNICEF, 2014). In contemporary society, education is considered an essential human entitlement. It serves as the cornerstone for any kind of progress within a nation. In the context of the economy, the potential future workforce, future leaders, and citizens are nurtured through educational institutions. Additionally, the social dimension of a child's development is not to be overlooked. Committing resources to education plays a pivotal role in fostering economic expansion, enhancing productivity, diminishing societal disparities, and promoting social progress (Namunga in 2017). It is through this motivation that the government has formulated different reforms aimed at bringing basic education to learners. This is clear from the implementation of FPE in 2003, followed by the introduction of FDSE in 2008 with a present focus on 100 transition.

Despite the recent reforms aimed at reducing illiteracy rates on the country's populace, scholars emphasize that the status of the public good must be in line with SDG which insists on the quality of education. UNESCO (2008) suggests that one significant gauge of a nation's development is the state of its education system. They opine that education plays a pivotal role in molding the citizens of a country, honing their critical thinking

abilities, and thereby mitigating social inequality. In Kenya, secondary education holds high regard as it contributes to the development of a skilled workforce that aligns with industry standards. Research suggests that in the face of a population growth and industrialization, a nation's education setup continues to grapple with deficiencies that impact on the final outcomes.

According to Namunga, (2017) the Kenyan educational system is primarily focused on ensuring students pass national examinations. This system places significant pressure on students, who often find themselves attending early morning remedial classes without the presence of teachers. Consequently, the curriculum places greater demands on students while potentially neglecting the support and role of teachers. The effectiveness of teaching plays an integral role in assessing the quality of students, as well as their learning outcomes. Both of these factors, the quality of instruction and student performance, rely on consistent and rigorous institution-based supervision (Allida et al., 2017).

Different scholars posit that the standard of teaching is highly reliant on teachers holding that it cannot rise above the drivers, who are the teachers. Over time, educational institutions have become increasingly intricate, necessitating an alignment the upcoming technological changes in learning institutions. Teachers as key drivers, hold a pivotal role in realizing the intended outcomes within an educational institution. In the present landscape, the teaching profession has assumed a more business-oriented dimension, with educators often lacking the intrinsic passion for their calling. A prior research study has documented instances of teacher misconduct, including rudeness towards management, habitual tardiness, and a generally negative demeanor while fulfilling their roles within the school environment, as observed (Saihu et al., 2015). Consequently, these behaviors lead to subpar mastery of their subjects and a lack of diligence in

maintaining student progress records, thereby creating an environment conducive to student indiscipline in the classroom.

Scholars postulate that there is a need to proactively address the prevailing issue before it escalates beyond control, one potential solution is through instructional supervision techniques. Instructional supervision involves a structured approach to professional development within the field of education, aiming to enhance the competence and knowledge of educators, thus enabling them to effectively fulfill their designated responsibilities (Allida et al., 2017). This comprehensive process serves to mentor and guide teachers, ultimately enhancing classroom performance, which is reflected in students' academic outcomes. Nonetheless, teachers cannot achieve this in isolation; it necessitates the involvement of experienced individuals within the same profession and institution. Scholars regard it as a productive engagement between educators and supervisors with an aim of raising the quality of classroom delivery (Mohammed et al., 2015).

The efficiency of instructional supervision methods depend on the rapport the principal and the teachers. A prime example can be found in secondary schools, where department heads are overseen by school principals. This underscores the importance of every stakeholder fulfilling their role for the potential achievement of curriculum goals. Different scholars argue that if school principals are not supervised by MOE officers, HODs not supervised by principals, and a teacher not evaluated by HODs, the quality of learning is likely to deteriorate (Mohammed et al., 2015). Within schools, senior supervisors can employ various instructional methods, including the review of lesson plans, classroom observations, assessment of schemes of work, and attending class sessions. A previous study highlighted the significance of senior supervisors inspecting

teachers' lesson notes to ensure the effective delivery of coursework (Mohamed et al., 2015).

Previous studies note that one of the frequently employed approaches is classroom observation, as it incorporates both the lesson plan and the curriculum objectives. Classroom observation is a method of instructional supervision in which a senior supervisor impartially attends a class to gather an insight into the dynamics of the classroom environment. Both the teacher and the supervisor have distinct responsibilities: the teacher's role is to facilitate effective teaching, as the supervisor accurately documents the proceedings (Iroegbu, & Etudor-Eyo, 2016). The supervisor may opt for comprehensive documentation of everything transpiring in the classroom, which is known as verbatim recording. Alternatively, they may choose to focus on specific areas they consider pivotal. With the advent of technology and widespread internet access, supervisors may even record the class, provided they have the teacher's consent. Subsequently, the supervisor collaborates with the teacher to review the recording, jointly identifying areas that require improvement.

In addition to classroom observation, collaborative arrangements with HODs or senior supervisors can be a valuable method for enhancing instructional quality. During classroom sessions, some teachers tend to delve excessively deep into topics, which can lead to a disproportionate amount of time spent on one task. To mitigate such situations, it is beneficial to arrange brief classroom visits with an educational administrator. A study conducted in Uganda found that principals who conducted brief classroom visits were well-informed about classroom activities, and this was reflected in their teachers' performance, as indicated by their students' academic outcomes (Malunda et al., 2016). When teaching professionals anticipate the presence of a senior supervisor, they tend to be more diligent, ensuring they deliver their best performance.

While instructional supervision plays a significant role, teacher effectiveness remains a pivotal factor in the educational equation. The cultivation and development of instructional materials for classroom use extend well beyond the confines of the classroom itself. As stipulated by the education system, teachers are required to develop schemes of work, which ought to be checked before beginning lessons, in accordance with MOE guidelines (MOEST, 2007). At the start of each term, schemes and other professional documents should be submitted to the HODs in their respective subject areas. Regrettably, in some instances, certain educators resort to duplicating used schemes without integrating recent curriculum updates. Earlier studies have stressed the importance of maintaining a comprehensive lesson plan for effective learning (Aristovnik et al., 2020). They posit other factors outside the classroom as punctuality and compliance with the school regulations.

It well documented that the teachers' attitudes toward the evaluation have a direct influence on classroom outcomes. Traditionally, teachers viewed supervision as a process aimed at diminishing their standing, with supervisors often perceived as seeking flaws in the delivery methods (O'Keefe et al., 2020). The teacher's perception of the supervisory process profoundly shapes their effectiveness in the classroom. It is imperative for supervisors to actively contribute to fostering a positive and supportive relationship with their teachers. Other scholars opine that in cases where a hierarchical dynamic prevails, teachers may brand instructional supervision as a form of investigation, wherein they feel pressured to meet expectations beyond their assigned teaching role. A study carried out in Zimbabwe revealed that a most of the supervisory interactions were seen as scrutiny, with supervisors seemingly on an aim to identify faults in the classroom (Mahongo, 2022).

In Kenya, school principals assume the role of supervising HODs within the school environment, given their involvement in school management. Over time, school management has undergone significant reforms in response to the evolving requirements. Each year, school principals receive resources, and it is their obligation to provide year-end reports, demonstrating accountability for the allocation and utilization of these resources (Sanusi et al., 2022). In certain situations, school principals also bear the responsibility of addressing various challenges within their institutions. For instance, in the North Eastern region, a prevalent issue is the shortage of teachers, necessitating collaboration between principals and the BOM to address the shortfall in teaching staff. Additionally, students often lack vital educational resources like textbooks, which have a negative impact on the quality of learning. In addition it is a norm in the area for some schools to consistently face issues related to inadequate infrastructure, mirroring the challenges seen in schools within the region (County Government of Tharaka-Nithi). While it is essential to focus on instructional supervision methods within the classroom, it is crucial to acknowledge that there are external forces that impede the effectiveness of these supervisory approaches. Maara Sub County have focused on causes of poor performance in the area with a few addressing the influence of instructional supervision methods on curriculum implementation which is a key ingredient to the learning outcomes. It is in light of this background that this study seeks to determine influence of instructional supervision methods on curriculum implementation in public secondary schools and hence document appropriate recommendations that if enacted may help in realization of curriculum objectives.

1.2 Statement of the Problem

Earlier studies have pointed the existence of crisis in the education area. They note that teachers often carry the blame on the classroom delivery while executing their duties

underscoring the poor instructional methods adopted by principals. As time has progressed, secondary schools in Kenya have persistently recorded poor academic grades which make parents to lose trust in the present education system (Bendera et al., 2022). A previous study concluded that teachers portray unwholesome attitude on executing their roles which is manifested through reporting late to school at the learner's expense (Saihu et al., 2015). This resonates to inadequate classroom preparation leading to poor mastery in their specialization which then translates to poor students follow up hence interfering with the quality of teaching.

Today, there is a notable discrepancy in the progression of students to higher education institutions, in spite of the growing number of educators and adequately-equipped educational facilities (Wanjiku, 2018). Moreover, academic attainment among students in public schools consistently falls short of the set standards, despite the government's intensified initiatives aimed at enhancing the literacy rate within the populace. This study sought to establish whether curriculum implementation outcome could be associated to instructional supervision methods. Unless this issue is addressed and countered, public secondary schools in Maara Sub-County may persistently record low high school to tertiary institution rate.

1.3 Purpose of the Study

The aim of the study was the influence of instructional supervision methods on curriculum implementation in public secondary schools in Maara sub-county, Tharaka-Nithi County, Kenya.

1.4 Objectives of the study

This study sought to:

- i. To identify the instructional supervision methods used by principals in public secondary schools in Maara Sub-County, Tharaka-Nithi County.
- ii. To establish the level of effectiveness of instructional supervision methods adopted by principals in enhancing academic performance in public secondary schools in Maara Sub-County, Tharaka-Nithi County.
- iii. To examine the teachers' attitudes towards instructional supervision in public secondary schools in Maara Sub-County, Tharaka-Nithi County.
- iv. To ascertain the influence of school work environment on curriculum implementation in public secondary schools in Maara Sub-County, Tharaka-Nithi County

1.5 Research Questions

- i. What were the instructional supervision methods used by principals in public secondary schools in Maara Sub-County, Tharaka-Nithi County?
- ii. What was the level of effectiveness of instructional supervision methods adopted by principals in enhancing academic performance in public secondary schools in Maara Sub-County, Tharaka-Nithi County?
- iii. What were the teachers' attitudes on instructional supervision in public secondary schools in Maara Sub-County, Tharaka-Nithi County?
- iv. What was influence of school work environment on curriculum implementation in public secondary schools in Maara Sub-County, Tharaka-Nithi County?

1.6 Significance of the Study

These findings would be of great importance to the actors in the education system in the sub county. The school supervisory staff may gain an in-depth knowledge on proper methods of instructional supervision without tampering with the learning sessions. The

results may help teachers change their attitude towards supervisions thereby using it as a foundation for effective teaching. The sub county education standard officers may use the findings in formulation of policies that facilitate proper instructional supervision and effective curriculum implementation. The findings would help streamline instructional supervision hence improving the quality of education which may lead to improved academic performance among the students. Improved academic performance may lead to satisfaction and boost parent's confidence on the school. In addition, the study would document challenges principals face and outline possible remedies to these challenges hence give room for efficient curriculum implementation. Finally, the finding will provide information upon which other researchers will refer from.

1.7 Justification of the Study

The outcome of learning is dependent on the quality of teaching hence the two activities complement each other. Although the government has increased sponsorship on students learning with well-equipped staff and infrastructure, the academic performance continues to decline in public secondary schools in Maara Sub County. Today, some teachers have a negative attitude towards teaching where they end up reporting to class late without adequate prior preparation (Saihu et al., 2020). This resonates to inadequate classroom preparation leading to poor mastery in their specialization which then translates to poor students follow up hence interfering with the quality of teaching. The learners' academic outcome in Maara Sub County is a major concern with the education standard officer reporting the supervisors are no longer carrying out instructional supervision (MOE, 2016). Students are the future of the county and if the quality of teaching is not improved, no tangible development will take place in the future. In order to counter such future challenges, this study aims at exploring the impact of instructional supervision methods on curriculum implementation in Maara Sub County, Tharaka-Nithi County.

1.8 Scope of the Study

The scope of this study encompassed an examination of the impact of instructional supervision methods on curriculum implementation within public secondary schools located in Maara Sub-County, Tharaka-Nithi County, Kenya. The research aims to gain a comprehensive understanding of the specific instructional supervision approaches employed by school principals in this region and their effects on various facets of curriculum execution. Additionally, the study evaluated the attitudes of teachers toward instructional supervision practices and explore how the school work environment influences the implementation of the curriculum. By focusing on Maara Sub-County, Tharaka-Nithi County, this research endeavors to provide contextually relevant insights while contributing to the broader discourse on effective curriculum implementation in the field of secondary education in Kenya.

1.9 Limitations of the Study

The study was only confined to public schools in Maara Sub County; Tharaka Nithi County hence, the study cannot be generalized as the outcome for the country at large. To mitigate this, other studies should be conducted in other counties to assess the factual state in their counties. Due to the principals' workload, the researcher found it difficult to engage them at specific times so that they can contribute to the study. To counter this, the researcher first sought an appointment with the school principals where they both agreed on the preferred time depending on the principal's availability.

1.10 Delimitations of the Study

The study only covered public secondary schools within Maara Sub-County, Tharaka-Nithi County, which allowed for a detailed investigation of local instructional supervision practices thereby making the findings specifically relevant to the study area.

The study also focused on principals and teachers in public secondary schools, excluding other staff, private learning institutions and tertiary institutions. This delimitation provided targeted insights into instructional supervision in secondary schools. The study was limited to examining instructional supervision methods, their effectiveness, teachers' attitudes, and the school work environment's influence on curriculum implementation. By focusing on these specific variables, the study avoided broader educational aspects, allowing for a more in-depth analysis of instructional supervision.

1.11 Assumptions of the Study

The study assumed the following; -

- i. The KCSE grade is used as a measuring parameter of the quality of teaching and learners outcome.
- ii. Old experienced teachers gave honest and unbiased opinions on instructional supervision.

1.12 Operational Definition of Key Terms

- Class Observation** : Refers to situation where a supervisor joins a class session from lesson start to end.
- Class visits** : Refers to a situation where a supervisor visits to check teacher attendance
- Collaborative Teaching** : Refers to where a supervisor spots faults in teacher output and assists through giving applicable approaches and learning resources as well.
- Effective Teaching** : Refers to teaching ability that builds strong students teacher relationships that is strengthened by output follow up by the student.
- Instructional Supervision:** Refers to the formal process of giving professional support to practitioners so as to improve their competency level and their quality of output

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents the review of literature and is outlined as follows; definition of instructional supervision, methods of instructional supervision, and effectiveness on instructional supervision, teacher attitudes, and challenges school principals' face, research gap and theoretical and conceptual frameworks.

2.2 Instructional Supervision

The term instructional supervision refers to observation of performance by an individual considered as an outstanding performer who is the senior say, a HOD or a Principal. The success of the excellent performer is determined by prior proven mastery of their area of specialization and teaching (Dewitt, 2018). Some of the scholars refer to instructional supervision as a form of intervention to junior members in the normal learning session by a senior member to improve their teaching efficiency (Allida et al., 2018). Karim et al., (2023) states that instructional supervision enhances teaching and learning outcomes by offering guidance, planning, and developing strategies to professionally elevate teacher performance. Karim et al., (2023) states that principals should engage in a methodical and measurable approach to instructional supervision. This involves designing measurable goals of determining teacher performance during supervision and providing accurate and actionable feedback after supervision.

Saihu (2020) agrees that instructional supervision is an integral tool that a school administration can use to scale up performance standards and output. As a quality control tool, administrators can employ it to attain appropriate anticipations from a learning system. Regardless of an educator's experience in the teaching field they may require a considerable form of support. Allida et al., (2018) noted that the way through which

instructional supervision is done by supervisors influence the teacher's thoughts and views in the supervisory process which significantly influences the instruction output.

Literature contains numerous works examining the impact of instructional supervision on learning and teaching outcomes. Gordon (2020) writes that principals who engage in instructional supervision understand the actual state of instruction laying foundation for improved education outcomes. Some scholars have investigated the frequency with which principals conduct instructional supervision. Okatch (2022) reported that few than 30% of secondary school principals in Isiolo County engage in regular instructional supervision.

2.3 Methods of Instructional Supervision

There are diverse methods of instructional supervision are stated below;

2.3.1 Class Observation

Classroom observation simply means joining the learning session in the midst of the students. Nyaaba (2016) views class observation as a professional development effort where a teacher collaborates with the seniors for professional growth in return. Although previously classroom has been termed as an ineffective instructional method, nowadays supervisors are dynamic. A previous study concluded that observations should not be viewed subjectively as a judgmental tool but should rather identify the positives and challenges encountered by educators in the class settings (Rahmany et al., 2014). An in-service training program updates teacher and creates awareness on judgments they can make in class. In addition, such program enlightens the teachers on their ability to do a self-evaluation on their teaching methods.

Observation by supervisor yields a lot of data and they solely determine the main ways they use the data. Previous studies have documented that supervisors mostly use the information to make teacher's ratings in their institutions (Mohammed et al., 2015). In

actual sense guidance and professional support should be given to the teachers who score low. Okoye et al., (2022) notes that class observation should not only be used for provision of emotional aid for teachers but also for putting into application a teaching strategy. Wanjiku (2018) notes that in cases where class observation as an instructional supervision tool is effective, supervisors often give feedback highlighting the teacher's shortfall and proposing possible areas that need individual's attention.

2.3.2 Lesson Plans

This tool refers to a guide prepared for a particular class where the teacher indicates time, topic, expected results and the references from which further content on the subject can be sought. Lesson plans, if efficiently used leads to proper time management since each task is assigned a specific time. A study revealed that the today teachers no longer prepare professional documents such as lesson plans and fail to prepare additional classes for weak students in schools (Malunda et al., 2016). This negative affects the quality of education taking into consideration some of the teachers report late to school. Iqbal et al., (2021) argues that effective curriculum implementation requires that supervisors must ensure lesson plans must be observed often, prepared in time, structured with an interesting introduction and include revision of previous class.

2.3.3 Classroom Visits

They are regarded as scheduled walkthroughs in the classroom during learning sessions by supervisors with the intention of observing classroom activities. Glickman & Burns (2021) documented that visits build teacher's confidence at the heart of their supervisors in that teacher increase their urge of becoming better teachers. Cornelius & Gustafson (2021) note that some of the administrators preferred using the data gathered to provoke dialogue on methods of instruction. Effective classroom visit as an inspection tool should

aid in improving the quality of instruction which enhanced through improved preparedness.

Other than a targeted focus on the teacher, supervisors get to check and assess the orientation of the students. Students are key to the improving the quality of instruction, in that they must concentrate and collaborate for any positive improvement during the end-year national examinations. According to Manoharan (2022) the supervisor gets to understand the objectives taught against what the curriculum seeks to achieve. During class time teachers have swirled their focus away from classroom whereby they give assignments without adequate guidance hence tampering with the quality of education (Halton et al., 2022). These kinds of classroom visits may serve as a beneficial tool in curbing such behavior and improving instruction.

Classroom visits, class observation and checking of professional documents have been cited to enhance effective learning. Majority of these activities have focused on teachers' individuality and not the teachers' output. This study aims at investigating the effectiveness of these instructional methods in raising the quality of classroom delivery.

2.4 Effectiveness of Instructional Supervision

Effectiveness refers to how well an intended aim is attained due to strict and appropriate follow up by the authorized supervisory groups. In the schools when teachers are not well supervised there is a reciprocal output in the delivery in the classroom. A study revealed negligence on the part of supervisors which continue to influence the effectiveness of the supervisory measures (McLarty et al., 2021). He further argues that parents and guardians as well have often requested improvement on the side of the teachers. Supervisors have a major role in ensuring how effective the methods are; which have to be replicated on the performance of learners so it's a co-ordinated collaborative activity (Kipkemo, 2017).

Zepeda (2007) argues in which a monitoring tool is put into use has a great effect on the output of the instruction. Instructional supervision should be conducted in a manner that it does not undermine the teacher's classroom responsibility in that it is collaborative to the intended role. In addition to assessing the teacher's input in class, the forum also checks time allocation, punctuality and class attendance. A previous study revealed that class monitors fail to indicate arrival and departure time on class attendance form hence making it difficult to check teacher punctuality (Malunda et al., 2016). Class attendance forms may be more efficient if teachers sign class time in and time out. Authors note that instructional supervision serves as a critical mechanism to monitor and support teachers' efforts in delivering the curriculum effectively. It not only assesses the alignment of teaching practices with curriculum goals but also provides valuable feedback to educators, facilitating professional growth and development (Wanzare et al., 2000). This process helps identify areas of improvement, ensuring that students receive high-quality instruction and enabling the curriculum to be implemented with fidelity.

Effective instructional supervision contributes significantly to the successful implementation of the secondary school curriculum, benefiting both teachers and students in the pursuit of educational excellence. The level of effectiveness is more than just actualizing assigned role to understanding the purpose of conducting the task. For some of the seniors the role of inspecting professional documents is just compliance with the MOE policy as opposed to its importance in curriculum implementation (Malunda et al., 2016). Additionally, the study found out that majority of the supervisors did not check the students notes implying that inspection is only a routine role. Orenaiya (2014) agrees that evaluating class notes against schemes provides adequate support and guidance on instruction output.

In light of this background, some of the scholars have documented that some of the supervisors conduct instructional supervision only to comply with the ministry standards. They no longer check student's books and only check if teachers have prepared professional documents regardless of the content. This is what this study seeks to establish if the supervisors really know the task's importance and if they carry it out. Few scholars have focused on studies that investigate the effectiveness of instructional supervision in Maara Sub County Tharaka Nithi County. This study seeks to define the tasks supervisors and teachers should play in facilitating effective teaching.

2.5 Teacher Attitudes

Although instructional supervision has been focused as a tool of assisting the teachers in improving their work not, all teachers view it as such (Wiles & Lovell, 1975). Being the subject of interest; teachers' attitude plays a deep role in enhancing curriculum implementation. A study conducted in Turkey regarded instructional supervision as a negative encounter among teachers since supervisors acted as bureaucratic seniors (Kayaoglu, 2012). In the modern world some of the school administrators are managers and not teachers which contradict their role on teacher's instructional supervision. Undermining teachers while in class in front of the students may make the teachers inferior in class. As a result, teacher control in the classroom is tampered with; this may lead to increased indiscipline cases. Historically teachers fear and dislike supervision since supervisors have biasedly focused on teacher negativity in class (Dewodo et al. 2020). A study done in Zimbabwe revealed that a most of the supervisory interactions were seen as scrutiny, with supervisors seemingly on an aim to identify faults in the classroom (Mahongo, 2022). This implies that the intention of the supervisor and the approach the supervisor uses determines the teacher's attitude towards supervision.

Instructional supervision should act as a mentoring tool for teachers where the supervisors should focus towards teacher improvement.

Majority of the HODs for instance possess adequate working experience and can transfer that to their juniors and in turn lead to effectiveness in curriculum implementation. Some fruits of instructional supervision are demonstrational teaching, mentoring, rewards and collaborative teaching. Most of the seniors often find faults among the juniors (Acheson & Gall, 2003). Few studies have focused on teacher perception towards instructional supervision despite the teachers playing an integral role in curriculum supervision. This study seeks to examine teacher's attitude on instructional supervision and therefore document the effect on student's academic performance.

Other studies have determined that teachers' perception of instructional supervision affects their approach towards these activities. One scholar determined that teachers who view instructional supervision use principals feedback to improve teaching and learning outcomes (Kipkemo, 2017). In contrast, teachers who view supervision as a fault-finding mission will inhibit principals' efforts to conduct instructional supervision which negates gains that could be realized from these activities. Other studies discovered that there were contrasting perceptions towards the importance of IS among teachers. On the one hand, many teachers believe that instructional supervision supports learning through outcomes like ensuring curriculum is implemented and covered in time (Khaef & Karimnia, 2021). Contrary, some teachers are frustrated that IS does not translate into tangible gains for teachers. For example, some teachers complain that principals do not use outcomes from instructional supervision when recommending teachers for promotion (Khaef & Karimnia, 2021).

2.6 Work Environment

Work environment refers to all the interactions that blend an enabling engagement among employees at the workplace. Different studies posit that a difficult work surrounding make it difficult for educators to execute out their assigned tasks (Habibi et al., 2019). They opine that tutors are able to learn where principals enhance safe and embrace safe cultures for the organizational institution. This was affirmed by other studies which noted that a leadership style which is transaction and founded on authority and bureaucratic standards gives employees less flexibility and autonomy (Gong & Subramaniam, 2018). Teachers who feel valued, respected, and adequately supported are more likely to approach curriculum implementation with enthusiasm and dedication. On the other hand, a negative work environment, marked by limited resources, lack of recognition, and a sense of isolation, can lead to decreased teacher motivation and, consequently, compromised curriculum delivery.

Earlier scholars posit that the physical infrastructure for schools and classroom environment positively influence the satisfaction of teachers. They opine that interpersonal skills and relationship of teachers affect the commitment of teachers which impact on the overall school performance. The above findings fail to agree with those of a study carried out among secondary school teachers in Indonesia with a target population of 131 teachers which discovered that the leadership by the school principal and the environment at the school did not affect teachers' performance (Habibi et al., 2019). This denotes a gap that this study seeks to fill. Another study carried out to assess the commitment of teachers on duty found out that workload, physical working condition and interpersonal relationship affected teacher's commitment to teaching. They concluded that a high workload increased the commitment of teachers and consequently improved the progress of teachers thereby minimizing redundancy at the workplace.

The availability and accessibility of teaching resources within the work environment significantly affect curriculum implementation. A well-equipped environment with up-to-date materials, technological tools, and sufficient teaching aids enables teachers to effectively convey curriculum content. Adequate resources also empower teachers to adopt varied instructional methods that cater to diverse learning needs, ultimately enhancing the learning experience. Loh et al., (2021) discovered that various physical school resources influence educational outcomes in different ways. Specifically, scholars concluded that schools with well-stocked libraries report impressive learning outcomes superior to schools which lack similar facilities. A different research conducted by Ahmad (2021) concluded that schools utilize existing infrastructure including workshops, classrooms, laboratories, staff rooms, staff houses, and staff houses to deliver quality education. Jeruto & Okirima (2020) found that many public schools in Kenya implement curriculum without sufficient instructional resources and appropriate facilities which makes it difficult for learners to assimilate lessons. Similarly, Ondimu (2018) concluded that the government was failing in providing teaching and learning resources, an outcome which was limiting implementation of a new curriculum in Kenya.

2.7 Research Gap

Majority of the studies have been conducted to assess principal's supervisory role on curriculum implementation in Maara Sub County Tharaka-Nithi County. Samoei (2014) assessed principals' supervisory role, less studies have focused on instructional supervision based on teacher effectiveness towards curriculum. Effectiveness in instructional supervision is determined by teacher's attitudes, adopted instruction methods, as well as the resources at the school's disposal. This study aimed to determine the impact of instructional supervision on teacher effectiveness in curriculum

implementation in public secondary Schools in Maara Sub County, Tharaka Nithi County.

2.8 Theoretical Framework

The study was based on the Symbolic Interactionism Theory by Blumer (1969). The theory posits that individuals express their social status based on the specific circumstances they find themselves in. This also suggests that roles are associated with internal role expectations, and individuals tend to reveal aspects of themselves based on their perception of the audience (Smit & Fritz, 2008). For instance, principals establish their roles by promoting higher educational standards within the school environment when interacting with teachers, school management, and supervisors.

In contrast, society places certain expectations on teachers to facilitate the learning and development process. The way a teacher conducts their classroom instruction is influenced by the specific context in which they are teaching. External factors such as supervision can significantly impact the quality of a teacher's performance. The theory suggests that teachers should embody the concept of learning as a symbol, allowing students to gather an indepth understanding of the learning process. The nature of the relationship between teachers and supervisors plays a crucial role in shaping their attitudes toward each other. Supervision serves as a mode of interaction where teachers and supervisors engage, often involving some form of observation.

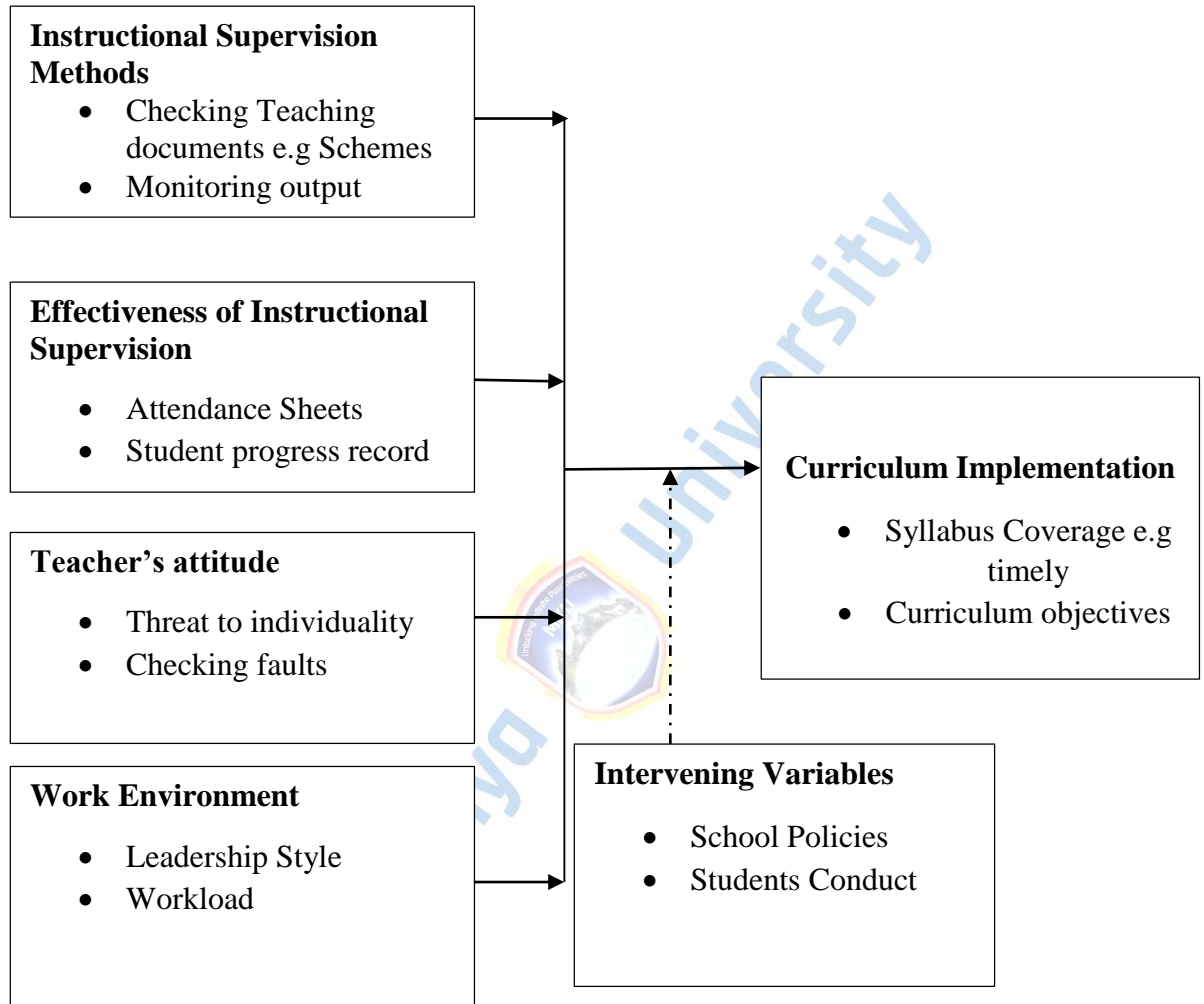
2.9 Conceptual Framework

The conceptual framework explores the association between instructional supervision methods, their effectiveness, teachers' attitudes, and the school work environment, and how these factors influence curriculum implementation. These independent variables

collectively contribute to the overall success of curriculum implementation and student outcomes, which are the dependent variables in this framework.

Independent Variables

Dependent Variable



Source: Researcher (2020)

Figure 1 : Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology section presents the research methodology, research design, study area, target population, sampling techniques and sample size, data collection instruments, pilot survey, validity and reliability of research instruments, data collection procedures, data analysis and Ethical considerations.

3.2 Research Methodology

The research incorporated mixed method so as to facilitate more understanding and yield more concrete evidence on the research problem. Quantitative methods were used to source information responses from the structured questionnaires which had open and closed ended queries. On the other hand qualitative data were obtained from the responses of the interview questions administered to the school principals of the respective schools. Qualitative methods gave an in-depth outline of the research issues that embraced the perspectives of the population and their interaction context (Hennink et al., 2020). The methods give a better explanation of subject's behavior and beliefs as the cultural norms in the society. Quantitative research approaches were applied to test the research questions through the use of nominal variables in the research tools (Leavy, 2017).

3.3 Research Design

The study adopted a descriptive survey research design which intended to assess the relationship between the variables. This kind of design attempts to evaluate the extent to which variables are related hence establishing the strength of one variable over the other. The study incorporated both qualitative as well as quantitative research approaches. The

survey approach also enables objective data collection from a larger sample, which is crucial for gathering a comprehensive view of instructional practices across multiple public secondary schools within Maara Sub-County. This broad data collection makes it easier to draw meaningful comparisons between schools, which reinforces study's findings and enhances its relevance within the local educational context. Qualitative research seeks to establish a deep elaboration of how things are; reason behind why they are like that and needs to understand how participants view them in such a manner (Gay et al., 2009). Quantitative research seeks to utilize inferences from data to compute the correlation or connection between the independent and dependent variables (Gay et al., 2009).

3.4 Study Area

The study area was public secondary schools in Maara Sub-County, Tharaka Nithi County. The County has five administrative sub-counties which are; Maara, Tharaka North, Chuka, Tharaka South and Igamba Ngombe. Maara and Chuka lies at a very high altitude of 5200m above sea level with a large forest cover of the large Mount Kenya distributed along the two sub counties (Bolt et al., 2019). The large forest cover serves as water catchments, sites of tourist attraction and as a source of fuel. Majority of the residents rely on Agriculture where they practice both animal and livestock keeping. The areas are characterized by high poverty levels with 40% of the residents living under the poverty line (Gok, 2014). This could be attributed to poor farming and unreliable rainfall. Coupled with slowed infrastructure development, due to limited access to credit facilities and natural disasters like droughts and floods, a large portion of the population remains trapped in poverty.

3.5 Target Population

This study targeted principals and teachers from selected public secondary schools in Maara Sub County, Tharaka Nithi County. Maara Sub County has about 52 public secondary schools with 52 principals and 776 teachers.

3.6 Sampling Techniques and Sample Size

Since it would take a long time to conduct a study in an entire population the researcher used different sampling techniques to constitute a representative portion of the entire populace. The population exhibits different characteristics which prompted the researcher to use different sampling techniques. Purposive sampling was used to get 16 best performing schools by checking the results from the MOE national Examination results. Principals from the 16 best performing schools were purposively selected. Teachers were sampled using simple random sampling. The sample size of the teachers was calculated using Yamane's (1967) formula;

$$n = \frac{N}{1 + Ne^2}$$

Where;

n = the sample size

N = the size of the population

e = the error of 5% points

Using the formula yields a sample size of

$$n = \frac{776}{1 + 776(0.05)^2}$$

$$n = 264$$

The sample size of the teachers was 264 respondents.

Table 1 : Sample Size

Category	Total Population	Sample Size	Sample (%)
Principals	52	16	30%
Teachers	776	264	23%
Total	918	308	

Source: Field Data (2024)

3.7 Data Collection Instruments

The study used the following data collection tools: -

3.7.1 Questionnaires

The study used questionnaire as a tool for purposes of data collection where the questions were formulated from the study objectives. The respondents were given ample time to give responses based on their knowledge on a particular issue. The questionnaires contained closed and open queries. The tool was structured into 4 sections. An introductory part required respondents to give background-related content. Section “A” asked questions on the instruction methods currently in the school, Section “B” included questions enquiring on the level of effectiveness of instructional supervision methods, Section “C” enquired on teacher’s attitudes on instructional supervision with the last Section “D” seeking to determine influence of school work environment on curriculum implementation.

3.8 Pilot Survey

The researcher first visited the study area one month before proceeding to the field. A pilot survey was done in two average performing schools outside the sub County. The study obtained a total of 30 respondents from where research instruments were given to

respondents two times within a one-week interval. The filled questionnaires were subjected to a test in order to check if the research instruments meet the intended purpose.

3.9 Validity and Reliability of Research Instruments

The study ascertained the validity and reliability of research instruments as follows;

3.9.1 Validity of the Research Instruments

Validity refers to the extent to which a research tool accurately measures what it intends to measure (Mugenda & Mugenda, 2009). The research tools were subjected to a pilot survey. The participants of the pilot survey answered the questions freely at their own time. The researcher assessed content validity to determine all the objectives are well represented in the composed questions. In addition, the process helped identify if the research problem was constantly addressed. The filled questionnaires were provided to the supervisors and educational administration specialists to obtain a professional opinion on the questions. The comments and recommendations were used to reshape the questions. The researcher ensured that construct validity was attained by ensuring that the questions address variables indicated in the research questions (Orodho, 2008).

3.9.2 Reliability of Research Instruments

Reliability may be defined as the consistency exhibited by a research tool throughout the study (Gay et al., 2009). The questionnaires administered during the pilot survey were subjected to a test-retest validity. The aim of pre-test was to determine if the research tool gave what the study expected from the participants (Mugenda & Mugenda, 2009). The researcher related the results of the tested instruments to ascertain if the questionnaire could be depended on. The filled questionnaire from the pilot survey were subjected to a reliability test using Cronbach's Alpha. According to George (2011) any

instrument that has a reliability of 0.7 is regarded as adequate. All the instruments were approved against an internal consistency of 0.7.

3.10 Data Collection Procedures

Data collection was done in three phases. First, the researcher visited the study area so that she could get an orientation of the area. The visit helped the researcher in factual interaction with anticipated study participants thereby aiding in streamlining of the research problem. The visit helped the researcher in eliminating doubts on some of the study variables that she may have thought would cause an issue.

Second, the researcher conducted a pilot survey in Irumi girls and Ituru high school. Selected respondents were issued with questionnaires so as to evaluate the clarity of the questions. Ambiguous questions were restructured with the help of experts after which the researcher proceeded to seek authorization to continue with the research. Thirdly, the researcher proceeded to collect information where prepared research tools were used. Questionnaires and interview guides were used in this study.

3.11 Data Analysis

Qualitative data was analyzed thematically in alignment with the study objectives, while quantitative data was processed using SPSS. Descriptive statistics, including means, frequencies, and percentages, were applied to interpret the data. Results were presented using pie charts, graphs and tables.

3.12 Ethical Consideration

The researcher started by introducing herself to the study participants. Safety of the respondents was priority to the researcher. The participants were neither subjected to psychological nor physical harm. In addition, respondents were affirmed that the content they gave was only for the research purpose. The participants were issued with a consent

form which acted as an agreement to participate in the study. The participants were not required to include their identity in the research tool. The researcher then sought an introductory letter from Mount Kenya University. The researcher requested ethical clearance from the same institution after which she applied for NACOSTI permit. Authorization to proceed with the research was also sought from the Education office in the area. For those who show a participation interest, they were briefed on what the study aimed to achieve by elaboration on instructional supervision methods and its relation to teacher effectiveness which collaboratively affect curriculum implementation. The respondents were also briefed on the impact the study findings have on curriculum implementation.



CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents research findings and discussion of the study on the influence of instructional methods on curriculum implementation in public secondary schools in Maara Sub-County, Tharaka Nithi County, Kenya. The information presented includes the questionnaire response rate, demographic characteristics of respondents, instructional supervision methods used by principals, level of effectiveness of instructional supervision methods used by principals, influence of teachers' attitudes on instructional supervision, and the influence of school work environment on curriculum implementation in public secondary schools in Maara Sub-County, Tharaka Nithi County, Kenya. The presentation of the findings is organized according to the four objectives of the study. The data is analyzed using descriptive statistics including percentages and frequency distribution and the discussion done in prose form.

4.2 Questionnaire Return Rate

The study sampled principals, heads of departments, and teachers in Maara Sub-County, Tharaka-Nithi County. The table below shows the response rate of the study.

Table 2: Questionnaire Return Rate

Category	Sample Size	Returned Questionnaires (%)	Percent
Principals	16	16	100%
Teachers	264	158	60%
Total	308	188	

Source: Field Data (2024)

The study administered 268 questionnaires to teachers of which 158 were filled and returned translating to 60% return rate. The study administered 16 interview guides to

principals of which 16 were filled and returned translating to 100% return rate. The study also administered 30 interview guides of which 21 were filled and returned translating to 70% return rate. The high return rate of questionnaires and interview guides indicates that the collected data could be taken as a true representation of respondents' views. The high return rate of questionnaires and interview guides was attributed to the researcher's ability to visit the schools physically to administer data collection instruments and collect them immediately they were filled. Mugenda and Mugenda (2003) advise that a response rate which is above 50% is sufficient to draw conclusions on the study. Also, Kothari (2004) counsels that a response rate above 50% is sufficient for descriptive survey designs. Consequently, the return rate of this study was considered adequate to make inferences and conclusions to meet study objectives.

4.3 Demographic Information

The study had the following demographic information.

4.3.1 Respondents' Age

Table 3: Respondents' Age

Age	Frequency	Percent
25 years and below	10	6.3
26 - 35 years	60	38.0
36 - 45 years	65	41.1
46 years and above	23	14.6
Total	158	100.0

Source: Field Data (2024)

Most of the respondents interviewed 65 (41.1%) were aged 36 – 45 years, 60 (38%) were aged 26 – 35 years, 23 (14.6%) were aged 46 years and above, and (10) (6.3%) were aged 25 years and below. These findings reveal that teachers are experienced and are

suited to their teaching work. The results also indicate that the teachers have acquired conceptual and professional competencies which are key to effective instruction in school. These findings are supported by Kamau (2019) who found that age and experience enable respondents to provide accurate and reliable information regarding study topics.

4.3.2 Respondents' Gender

Table 4: Respondents' Gender

Gender	Frequency	Percent
Male	91	57.6
Female	67	42.4
Total	158	100.0

Majority of those interviewed 91 (57.6%) were male while (67) 42.4% of those interviewed were female. Malunda et al. (2016) says that the Kenyan education system has not achieved gender parity among public service employees.

4.3.3 Time in Teaching Profession

Table 5: Time in Teaching Profession

Time in teaching profession	Frequency	Percent
5 years and below	26	16.5
6 - 10 years	57	36.1
11 - 15 years	25	15.8
16 - 20 years	30	19.0
21 years and above	20	12.7
Total	158	100.0

Source: Field Data (2024)

Majority of the teachers (36.1%) had taught for between 6 and 10 years, 19% of teachers for between 16 and 20 years, 16.5% of teachers for 5 years and below, 15.8% for between 11 and 15 years, and 12.7% of the teachers had taught for more than 21 years. This

finding illustrates that majority of secondary school teachers have been in the profession for several years. According to Malunda et al. (2016), many public secondary school teachers in Kenya have acquired practical skills to improve learning outcomes.

4.3.4 Educational Qualification

Table 6: Educational Qualification

Educational Qualification	Frequency	Percent
Diploma	116	73.4
Bachelor	29	18.4
Masters	9	5.7
Doctorate	4	2.5
Total	158	100.0

Source: Field Data (2024)

Majority of the teachers 116 (73.4%) had diplomas, 29 (18.4%) had a Bachelor of education, 9 (5.7%) had Masters of education, and 4 (2.5%) had attained doctorate qualification. This finding implies that secondary school teachers in the study area have acquired adequate education to execute their teaching duties. Studies from literature indicate that a positive association between teachers' professional qualification and student success (Malunda et al., 2016).

4.4. Curriculum Implementation in Public Secondary Schools in Maara Sub-County

The study assessed curriculum implementation in public secondary schools in Maara Sub-County. The research asked teachers to rate the level of curriculum implementation by answering statements related to curriculum implementation. The results are presented in the table below.

Table 7: Curriculum Implementation in Public Secondary Schools in Maara Sub-County

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
I consistently cover the school curriculum over the set time	21	13.3%	14	8.9%	9	5.7%	42	26.6%	72	45.6%
I have adequate learning materials to implement the curriculum	28	17.7%	31	19.6%	9	5.7%	40	25.3%	50	31.6%
All my students meet learning objectives of curriculum	20	12.7%	27	17.1%	8	5.1%	52	32.9%	51	32.3%
I have adequate time to cover the curriculum	22	13.9%	22	13.9%	9	5.7%	55	34.8%	50	31.6%
My teaching methods meet curriculum requirements	43	27.2%	64	40.5%	10	6.3%	21	13.3%	20	12.7%
More resources are required for curriculum implementation	55	34.8%	42	26.6%	13	8.2%	20	12.7%	28	17.7%

Source: Field Data (2024)

The findings indicate that majority of teachers (72.2%) disagreed with the statement that teachers consistently cover the school curriculum during the set time with only 22.2% agreeing with the statement. Majority of teachers (56.9%) disagreed with the statement that they have sufficient resources to meet curriculum goals with 37.3% of teachers agreeing. Majority of teachers (65.3%) felt that students meet learning objectives outlined in curriculum with 29.8% saying that students meet learning objectives. Also majority of

teachers (65.4%) felt they did not have enough time to implement curriculum fully with 27.8% saying time is enough to implement curriculum. Majority of teachers (67.7%) felt that their teaching methods meet curriculum requirements with 26% of teachers disagreeing with the statement. Further, majority of teachers (61.4%) agreed that more resources are required for curriculum implementation with 30.4% of teachers disagreed that more resources are needed for curriculum implementation.

An analysis of the interview data revealed that principals understand that teachers face challenges with curriculum implementation. One of the principals cited some of the existing challenges that teachers face saying:

It's concerning and uncomfortable truth that many of our teachers feel they are do not cover the curriculum within the allocated time. Although we do our best to realize the curriculum is covered fully, some teachers might not feel that they have covered the curriculum fully because of challenges like heavy workloads. However, we are continuously working to find new ways to support teachers in their curriculum implementation (Principal 3)

Another principal said that insufficient resources are a barrier to curriculum implementation. The principal said:

The lack of sufficient resources is a big challenge. We're aware that a significant number of our teachers feel they don't have what they need to meet curriculum goals, and we've been working on finding ways to allocate more resources or at least optimize the use of what we have (Principal 9)

This finding aligns with results conducted earlier indicating that many public secondary schools struggle to realize full curriculum implementation. One study posited that curriculum is manageable within the stipulated time but for barriers including broad and difficult content, high teacher-pupil ratios, and inadequate instructional materials (Muzata, 2017). A different study concluded that teacher training focuses on imparting theoretical skills at the expense of practical skills which limits curriculum

implementation (Kihumba, 2007). Other educationists argue that many public schools fail to implement the curriculum fully because they prioritize preparing learners for national examinations at expense of learning to meet curriculum goals (Nyatuka, 2014).

4.5 Instructional Supervision Methods used by Principals

The first objective of the study was to identify the instructional supervision methods used by principals in public secondary schools in Maara Sub-County, Tharaka-Nithi County. This objective is important since instructional supervision seeks to improve teaching and learning outcomes. The respondents were asked to indicate the frequency with which principals conduct specific instructional supervision activities in school. The respondents were also asked to indicate principals' follow-up actions after instructional supervision. The results of the responses are presented below.

4.5.1 Instructional Supervision Methods used by Principals

Table 8: Instructional Supervision Methods used by Principals

	Always		Often		Sometimes		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
Classroom observation as lesson progresses	17	10.8%	23	14.6%	88	55.7%	26	16.5%	4	2.5%
Monitoring class attendance	10	6.3%	32	20.3%	88	55.7%	21	13.3%	7	4.4%
Monitoring timely preparation of schemes of work	18	11.4%	94	59.5%	27	17.1%	15	9.5%	4	2.5%
Evaluation of progress records	19	12.0%	12	7.6%	31	19.6%	88	55.7%	8	5.1%
Checking preparation and use of lesson plans	27	17.1%	63	39.9%	45	28.5%	17	10.8%	6	3.8%
Holding model teaching lessons	4	2.5%	14	8.9%	24	15.2%	98	62.0%	18	11.4%
Checking workbooks and their alignment with schemes of work	33	20.9%	59	37.3%	21	13.3%	28	17.7%	17	10.8%
Checking students workbooks and assignments	3	1.9%	7	4.4%	12	7.6%	36	22.8%	100	63.3%

Source: Field Data (2024)

The table above shows that majority of the respondents (87.97%) cited monitoring timely preparation of schemes of work as the most common instructional supervision practice in school. This record is followed by 85.44% of respondents who cited checking preparation and use of lesson plans as the second most common instructional supervision practice in school. This was followed by 82.28%, 81.01%, 71.52%, 39.24%, 26.58%, and 13.9% of respondents who cited monitoring class attendance, classroom observation as the lesson progresses, evaluation of progress records, holding model teaching lessons, and checking students workbooks and assignments respectively. These findings illustrate that school principals utilize different instructional supervision practices as one of their core mandates. The principals supported these findings by emphasizing the importance of frequent supervision. For example, one principal said:

Instructional supervision is a continuous process that takes place throughout the academic year. I conduct formal classroom observations at least twice a term, with additional informal visits as needed. These observations are complemented by bi-weekly check-ins with teachers, where we discuss any immediate concerns or successes they may have experienced. By maintaining a regular schedule of supervision, I can monitor the progress of curriculum implementation closely and intervene early if any issues are detected (Principal 1)

The school principals indicated that IS ensures that teachers carry out their duties as required by school authority. As another principal explained:

Instructional supervision encompasses all actions established to support an effective learning process and oversee progress, as I understand it. Supervision involves measures taken by the principal to ensure teachers continue with their teaching-learning activities. This includes assigning tasks to students, testing them, grading their work, releasing results, and occasionally performing other responsibilities related to their role. (Principal 10)

The principals also commented on the finding that some instructional supervision practices are more common than others. Principals explained that they must prioritize some instructional supervision activities because of time and resource constraints

meaning that some practices are more commonly used than the rest. For many school principals, instructional supervision tends to be a secondary responsibility, as they are often occupied with managing other daily operations within their schools, leaving limited time for focusing on curriculum and instructional leadership. One principal explained:

Certain instructional supervision practices like checking lesson plans, are more common because they directly impact the quality of teaching and learning on a daily basis. These practices are foundational and provide a clear structure for both teachers and students to follow, ensuring that the curriculum is being effectively implemented. On the other hand, practices like holding model teaching lessons or checking students' workbooks are more time-consuming and may be done less frequently due to the demands on teachers' time and the immediate pressures of managing a busy school environment (Principal 12)

These findings are consistent with the results of the study carried out by Nyaaba (2016) who found that head teachers engage in numerous instructional supervision practices to improve learning outcomes. Nyaaba (2016) also concluded that principals approach the issue of IS differently with some of them opting for frequent classroom visits while others preferred monitoring schemes of work. Mohammed et al. (2015) notes that instructional supervision enables principals to determine the capabilities of the teachers paving way for strategies to improve teacher performance. The researcher notes that instructional supervision informs decisions to transfer, promote, retain, or dismiss teachers from their jobs.

These results confirm findings of previous ones which investigated the frequency of various instructional supervision practices. Monitoring preparation of schemes of work emerged as the most common instructional supervision practices as cited by 88% of respondents. Similarly, Gordon (2020) determined that 70% of principals monitor preparation of professional documents and class attendance. In contrast, Okatch (2022)

reported that many principals in Isiolo do not evaluate preparation of professional teaching documents including the schemes of work.

The study found that checking lesson plans is a common instructional supervision activity among secondary school principals. Specifically, 85% of the teachers reported that principals checked preparation of their lesson plans. This finding is in line with the results of the study done by Iqbal et al. (2021) who found that more than 60% of principals oversee preparation of lesson plans in their schools. However, these findings contradict the results of research done by Malunda et al. (2016) which discovered that a majority of principals do not engage their teachers directly to monitor preparation of schemes of work. Classroom observation was cited as an important instructional supervision activity among 81% of teachers. This result aligns with findings from a study done by Halton (2022) who concluded that more than half of principals engage in classroom observation. However, these results contradict Wanjiku (2018) research which discovered that 88.7% of teachers said that principals do not engage in class visitation.

This study found that evaluation of progress records is a common instructional supervision activity as reported by 72% of teachers. This result is similar to Gordon (2020) who concluded that more than 60% of the principals monitor students' progress by monitoring teacher performance in classrooms. The study found that holding model lessons is not a common instructional activity as it was reported by 39% of the teacher. This result is similar to the results of the study done by Wanjiku (2018) which reported that more than 71% teachers said that principals do not hold model lessons. This study reported that only 13.9% of teachers said that principals check student workbooks and assignments. Similarly, the study done by Wanjiku (2018) study 88.9% of respondents said that head teachers rarely check learners' homework and assignment books.

4.5.2 Follow-Up Action after Instructional Supervision

The research aimed to determine principals' follow-up actions after conducting instructional supervision. Follow-up actions are important because they ensure principals use feedback gathered during instructional supervision to improve teaching and learning outcomes. The findings are presented in the table below.

Table 9: Follow-Up Action after Instructional Supervision

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
The principal provides verbal feedback to teacher after instructional supervision	78	49.4%	53	33.5%	6	3.8%	13	8.2%	8	5.1%
The principal writes detailed report with suggestions for improvement after instructional supervision	6	3.8%	18	11.4%	12	7.6%	49	31.0%	73	46.2%
The principal recommends professional training or development after instructional supervision	7	4.4%	17	10.8%	22	13.9%	72	45.6%	40	25.3%
The principal monitors teacher progress for specific time after instructional supervision	6	3.8%	9	5.7%	39	24.7%	55	34.8%	49	31.0%
There is useful follow up action after a principal conducts instructional supervision	57	36.1%	33	20.9%	24	15.2%	26	16.5%	18	11.4%

Source: Field Data (2024)

Majority of the teachers (82.9%) agreed with the statement that the principal provides verbal feedback to teachers after conducting instructional supervision while 13.3% of the

teachers disagreed with the statement. Most of the respondents (77.2%) disagreed with the statement that the principal writes detailed report with suggestions for improvement after instructional supervision with 15.2% of the respondents agreeing with the statement. Also, a majority of the respondents (70.9%) disagreed with the statement that the principal recommends professional training or development after instructional supervision. The findings show that 15.2% of the respondents agreed with the statement that principals use instructional supervision to recommend professional training and development for teachers. Furthermore, majority of respondents (65.8%) disagreed while 9.5% of respondents agreed with the statement that the principal monitors teacher progress for a specific time after instructional supervision. Most of the teachers (57%) disagreed with the statement that there is useful follow up action after a principal conducts instructional supervision with 27.9% of respondents disagreeing with the statement that there is useful follow up after instructional supervision.

The principals agreed that providing feedback is an important way to ensure supervision improves teaching and learning. One of the principal said:

It is not enough for principals to supervise teachers without follow up. Instead, principals ought to make sure that findings from supervision are used to enhance learning. Ideally, a principal should keep a record of supervision activities for future reference. In this way, a principal can know whether teachers are taking corrective action after supervision (Principal 1)

The principals linked the differences in the method of providing feedback to differences in leadership styles, time constraints, and heavy workloads. As one explained:

I would prefer to provide written feedback to every teacher after supervision. Unfortunately I deal with numerous administrative and educational tasks leaving me little time to provide detailed and personalized feedback to all teachers. These challenges mean that I provide verbal feedback during one-on-one meetings with teachers or when we hold department meetings in school (Principal 14)

The study found that majority of teachers said that principals provide verbal feedback after completion of instructional supervision. This finding is similar to the findings from a study conducted by Allida et al. (2018) who found that many principals discuss potential areas of improvement with teachers after supervising them. Allida et al. (2018) noted the importance of a positive approach to providing feedback after supervision because it influences how teachers perceive supervision. Many of the respondents said that principals neither provide detailed reports nor recommend professional training after supervision. This finding supports the results of a study done by Karim et al., (2023) who discovered that a lot of principal feedback can be improved if it is conclusive and non-ambiguous. Karim et al., (2023) advised principals to complement their verbal feedback with detailed reports to ensure that teachers understand clearly the identified areas of improvement. Only a few teachers agreed with the statement that principals monitor teachers for a specific time after conducting instructional supervision. This means that principals who do not follow-up after supervision do not help the teachers grow professionally because monitoring teacher performance after evaluation can reveal whether a teacher has taken corrective action as advised. It is arguable that supervision practices without follow-up plans could have the desired impact of improved learning and teaching.

4.5.3 Correlation Results for Instructional Supervision Methods and Curriculum Implementation

Table 10: Correlation Results for Instructional Supervision Methods and Curriculum Implementation

Correlations		Instruction supervision methods	Curriculum implementation
Instruction supervision methods	Pearson Correlation	1	.201
	Sig. (2-tailed)		.011
	N	158	158
Curriculum implementation	Pearson Correlation	.201	1
	Sig. (2-tailed)	.011	
	N	158	158

Source: Field Data (2024)

The table shows a positive association between instruction supervision methods and curriculum implementation as indicated by a Pearson Correlation coefficient of 0.201. This result suggests that the choice of instruction supervision method influences curriculum implementation. The association between instructional supervision methods and curriculum implementation is statistically significant with a p-value of 0.011 illustrating the result is unlikely to be the result of random chance alone. This finding is similar to the results of the research done by Karim et al., (2023) who found a positive association between IS and curriculum implementation. The study concluded that the regularity of internal supervision plays a significant role in the successful execution of the curriculum (Karim et al., 2023).

4.6 Level of Effectiveness of Instructional Supervision Methods adopted by

Principals

The second objective of the study was to establish the level of effectiveness of IS methods adopted by principals in enhancing academic performance in public secondary schools in Maara Sub-County, Tharaka-Nithi County. The study sought to meet this objective by determining teachers' opinions on effectiveness of IS and the impact of IS on teacher training and development.

4.6.1 Teachers' Opinions on Effectiveness of Instructional Supervision

The Likert responses on opinions effectiveness of instructional supervision include;

Table 11: Teachers' Opinions on Effectiveness of Instructional Supervision

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Class observation improves quality of instruction	47	29.7%	72	45.6%	12	7.6%	16	10.1%	11	7.0%
Class visits encourage collaborative assessment	24	15.2%	14	8.9%	16	10.1%	65	41.1%	39	24.7%
Checking lessons ensures course contents are relevant and timely	68	43.0%	50	31.6%	17	10.8%	15	9.5%	8	5.1%
Checking students' progress limits effective curriculum implementation	9	5.7%	19	12.0%	47	29.7%	43	27.2%	40	25.3%
Instructional supervision improves teaching methods	69	43.7%	53	33.5%	14	8.9%	15	9.5%	7	4.4%

Source: Field Data (2024)

Majority of the respondents (75.3%) agreed with the statement that classroom observation improves the quality of instruction while 21.8% of the respondents disagreed with the statement. Also, majority of respondents (75.8%) disagreed with the statement

that class visits encourage collaborative assessment with 24.1% of the respondents agreeing with the statement. Furthermore, majority of respondents (74.6%) agreed with the statement that checking lessons ensures contents used are relevant and timely but 14.6% of respondents disagreed with the statement. The majority of respondents (52.5%) disagreed with the statement that checking students progress limits effective curriculum implementation with 17.7% agreeing with the statement. Further, majority of the teachers (77.2%) agreed with the statement that instructional supervision improves teaching methods while 13.9% of respondents disagreed with the statement.

One principal agreed that instructional supervision is effective saying:

Classroom observation has been a vital tool for us to improve teaching quality. It's encouraging to see that the majority of teachers agree that this approach enhances instruction. We'll continue to prioritize this method to ensure teachers receive the support they need to refine their teaching techniques (Principal 5)

Another principal commented on the varying perception of teachers towards different supervision methods saying:

It's reassuring to know that most teachers see the value in instructional supervision for improving teaching methods. However, the concern that supervision doesn't encourage collaboration in assessment is something we must address. Perhaps by involving teachers more in the process, we can make supervision a more cooperative and productive exercise (Principal 8)

These findings align with the results of the research done by Kimeu (2016) who found a positive relationship between instructional supervision and academic performance in selected secondary schools in Kenya. Kimeu (2016) concluded that some effective ways to improve academic performance include supervision to ensure notes are taken, assignments are corrected and marked, and teachers maintain proper attendance records. Kimeu (2016) also posited that instructional supervision requires principals to interact with students and to evaluate whether teachers provide, check, mark, and correct

assignments. Similarly, Ekyaw (2014) concluded that instructional supervision improves educational outcomes because supervisors encourage teachers to reflect on teaching and provide opportunities for teachers to explore new instructional strategies. Despite ample evidence that instructional supervision is effective in teaching and learning, there are diverging views. For example, a majority of teachers in this study disagreed with the statement that class visits encourage collaborative assessment. This result is similar to the conclusion reached by who concluded that teachers do not express their concerns and thinking with their supervisors (Zepeda, 2007). The author found that many teachers believe that principals look for faults among teachers when conducting supervision making it difficult for teachers and principals to work collaboratively to improve learning outcomes (Zepeda, 2007).

4.6.2 Impact of Instructional Supervision on Academic Performance

The Likert responses on the impact of instructional supervision on academic performance include;

Table 12: Impact of Instructional Supervision on Academic Performance

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Principals use instructional supervision to provide feedback for teacher training	15	9.5%	21	13.3%	16	10.1%	65	41.1%	41	25.9%
Principals use instructional supervision to provide learning and teaching resources	70	44.3%	48	30.4%	13	8.2%	14	8.9%	13	8.2%
Principals use supervision to provide external teacher training	7	4.4%	14	8.9%	9	5.7%	46	29.1%	82	51.9%

Principals feedback improves teaching methods	67	42.4%	47	29.7%	23	14.6%	15	9.5%	6	3.8%
Principal uses supervision to organize external professional development	13	8.2%	27	17.1%	15	9.5%	59	37.3%	44	27.8%

Source: Field Data (2024)

Majority of respondents (67%) disagreed that principals use instructional supervision to provide feedback for teacher training while 22.8% agreed with the statement. Majority of respondents (74.7%) agreed that principals use instructional supervision to provide learning and teaching resources while 17.1% of teachers disagreed with the statement. Majority of teachers (81%) disagreed that principal use supervision to provide external teacher training while 13.3% of the respondents agreed with the statement. Majority of respondents (72.1%) agreed that principals' feedback from instructional supervision improves teaching methods with 13.3% of the respondents disagreeing with the statement. Majority of respondents (65.1%) disagreed with the statement that principals use supervision to organize external professional development with 25.3% of the respondents agreeing with the statement.

Analysis of interview information showed that principals agreed with teachers that instructional supervision promotes educational outcomes. One principal noted:

I'm pleased that teachers recognize our efforts to provide learning and teaching resources through supervision. I am encouraged that teachers realize that we conduct supervision to improve our learners' educational achievements. I look forward to continue working with teachers towards this noble goal ((Principal 8)

Another principal commented on the need to ensure that feedback from instructional supervision informs efforts to build teacher capacity. The principal said:

It's clear that while many teachers feel the feedback from instructional supervision helps improve teaching methods, we need to do more in terms of using supervision to identify and organize opportunities for external training. For example, we can use the information we collect

*to guide teachers when they are choosing areas of further education
(Principal 13)*

These findings are similar to results of previous research on the relationship between instructional supervision and teacher development. Malunda et al. (2016) found that principals use the results from instructional supervision to identify opportunities for growth and development of their teachers. Wanzare et al. (2000) writes that teacher development is a key element of instructional supervision and that principals who conduct supervision properly are better equipped to provide their teachers with sufficient resources to improve teaching. A majority of the teachers in this study denied that teachers use supervision to provide external teacher training opportunities. This finding reflects that the Ministry of Education, not the principals, is responsible for providing external programs for teachers to improve their capabilities. This study found that principals' feedback after instructional supervision improves teaching methods. This finding aligns with that of Malunda et al. (2016) who found that one purpose of supervision is to help teachers become aware of their teaching and its consequences to learners. In this way, instructional supervision provides a framework for principals to guide teachers to improve their teaching methods.

4.6.3 Correlation Results for Instructional Supervision Methods and Academic Performance

The correlation results for instructional supervision methods on academic performance include;

Table 13: Correlation Results for Instructional Supervision Methods and Academic Performance

Correlations		Instruction Supervision Methods	Academic Performance
Instruction Supervision Methods	Pearson Correlation	1	.136
	Sig. (2-tailed)		.037
	N	158	158
Academic Performance	Pearson Correlation	.136	1
	Sig. (2-tailed)	.037	
	N	158	158

Source: Field Data (2024)

The table above illustrates the relationship between instructional supervision methods and academic performance. The two variables have a marginally positive association as shown by a Pearson Correlation coefficient of 0.136. A positive coefficient indicates that overall academic performance score rise as instructional supervision methods scores rise. A two-tailed p-value of 0.037 indicates that the association between the two is statistically significant. Thus, the association between instructional supervision methods and academic performance is meaningful and not the result of random chance. This result resonates with the findings of the research done by Okuku (2016) showing that instructional supervision is one of principals' most recognizable achievement-oriented behaviours which promote academic achievements. A positive association between

instructional supervision and academic attainment is linked to principals' work towards pushing teachers and students to meet set education goals.

4.7 Teacher Attitudes towards Instructional Supervision

The third objective of the study was to examine teachers' attitudes towards instructional supervision in public secondary schools in Maara Sub-County, Tharaka-Nithi County. The research asked teachers to rate their perception of instructional supervision. The study also examined teachers' attitudes towards instructional supervision.

4.7.1 Teachers' Perception of Instructional Supervision

The likert responses of Teachers' Perception of instructional supervision on academic performance is outlined below;

Table 14: Teachers' Perception of Instructional Supervision

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Instructional supervision identifies my strengths and weaknesses	67	42.4%	47	29.7%	9	5.7%	11	7.0%	24	15.2%
Principals use instructional supervision as a mentoring tool	55	34.8%	49	31.0%	14	8.9%	25	15.8%	15	9.5%
Supervision undermines teachers capacity	53	33.5%	55	34.8%	8	5.1%	18	11.4%	24	15.2%
Classroom observation negatively affects learning	28	17.7%	31	19.6%	11	7.0%	42	26.6%	46	29.1%
Supervision strains principal teacher relations	22	13.9%	25	15.8%	18	11.4%	43	27.2%	50	31.6%
Principals use supervision to check errors	61	38.6%	48	30.4%	19	12.0%	22	13.9%	8	5.1%

Source: Field Data (2024)

Most of the respondents (72.1%) agreed that instructional supervision identifies their strengths and weaknesses with 22.2% of the respondents disagreeing with the statement. Majority of the respondents (65.9%) agreed with the statement that principals use instructional supervision as a mentoring tool with only 25.3% of respondents disagreeing with the statement. However, most of the respondents (68.3%) agreed with the statement that instructional supervision undermines teacher capacity with only 26.6% of respondents disagreeing with the statement. Majority of respondents (45.7%) disagreed with the statement that classroom observation negatively affects learning with only 37.3% of respondents agreeing with the statement. Majority of respondents (58.8%) disagreed with the perspective that supervision strains principal-teacher relations while 29.7% of respondents agreed with the statement. Majority of teachers (69%) agreed with the statement that principals use instructional supervision to check errors with only 19% of respondents disagreeing with the statement.

During the interview, the principals expressed a desire for teachers to change their perception towards instructional supervision. One principal encouraged teachers to view instructional supervision as part of teaching:

I would encourage teachers to treat supervision as a normal administrative procedure and one of the ways of improving the teaching profession. Teachers should view supervision as one of the means through which the principal can upgrade the performance of teachers (Principal 2)

Another principal attributed teachers' negative perception towards instructional supervision to power imbalance between teachers and principals.

Some teachers might have a negative attitude towards supervision because it is conducted by principals who are their superiors. In such instances, teachers are wary that supervisors are on the lookout for mistakes. Perhaps we could improve teachers' attitudes towards instructional supervision by increasing peer supervision where

teachers give feedback of their colleagues without power imbalance present in supervision overseen by principals (Principal 14)

These findings are similar to the results of past studies which have investigated teachers' attitudes towards instructional supervision. Kipkemo (2017) concluded that teachers' perception of instructional supervision determined the extent and effectiveness of instructional supervision activities. Similarly, Khaef & Karminia (2021) concluded that instructional supervision supports curriculum implementation because principals assist teachers to prepare professional documents which, in turn, improve teaching and learning. Despite teachers' positive perception of instructional supervision, some studies have noted that teachers also have a negative perception of instructional supervision. For example, Mahongo (2022) found that a majority of teachers viewed instructional supervision activities as opportunities for scrutiny with principals looking for faults among teachers. Also, Khaef & Karimnia (2021) found that principals did not use instructional supervision to allocate duties fairly. Many teachers complained that principals did not consider results of instructional supervision when assessing teachers for professional development opportunities. This finding aligns to the results of Kayaoglu (2012) who attributed teachers' negative perceptions towards supervision to bureaucratic practices among school principals.

4.7.2 Teachers' Attitudes towards Instructional Supervision and Teaching Practices

Practices

The likert responses on the teacher's attitude on instructional and teaching practices are indicated below;

Table 15: Teachers' Attitudes towards Instructional Supervision and Teaching Practices

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Supervision has improved my teaching methods	49	31.0%	52	32.9%	11	7.0%	30	19.0%	16	10.1%
Supervision has improved my confidence in class	12	7.6%	18	11.4%	24	15.2%	45	28.5%	59	37.3%
Feedback from supervision is actionable	16	10.1%	24	15.2%	17	10.8%	57	36.1%	44	27.8%
Supervision improves student learning outcomes	47	29.7%	53	33.5%	19	12.0%	30	19.0%	9	5.7%
Supervision allows me to reflect on my teaching	19	12.0%	26	16.5%	18	11.4%	54	34.2%	41	25.9%
Supervision provides new ideas I use in my teaching	18	11.4%	23	14.6%	11	7.0%	60	38.0%	46	29.1%

Source: Field Data (2024)

Majority of the respondents (63.9%) agreed with the statement that instructional supervision has improved their teaching methods with 29.1% of the respondents disagreeing with the statement. Majority of the respondents (65.8%) disagreed with the statement that instructional supervision has improved their confidence in class with only 19% agreeing with the statement. Majority of the respondents (80.9%) disagreed with

the statement that feedback from supervision is actionable with only 25.3% of the respondents agreeing with the statement. Majority of the respondents (63.2%) agreed with the statement that supervision improves student learning outcomes with only 24.7% of the respondents disagreeing with the statement. Majority of the respondents (70.1%) of the respondents disagreed with the statement that supervision allows them to reflect on their teaching with only 28.5% of teachers agreeing with the statement. Majority of the respondents (67.1%) disagreed with the statement that supervision provides new ideas they use in teaching with only 26% of the teachers agreeing with the statement. The principals insisted on the importance of instructional supervision as a way to improve teaching practices. One principal said:

Supervision is one of the ways of improving our teachers' competences. Part of my job involves giving honest feedback because some of my teachers might not be conversant with new instructional methods and techniques. It is the work of the principal to give feedback to individual teachers on areas of instructional concern (Principal 7)

Regarding teachers' negative attitudes towards instructional supervision, the principals attributed it to misconception towards supervision. As one principal explained:

Any successful supervision is based on collaboration and teamwork between teachers and principals. There is a common misunderstanding that supervision is a fault-finding mission. This view is wrong because supervision is an important aspect of proper instruction. The principal's role is to supervise teachers, give feedback, and either counsel teachers on noted deficiencies or praise them for a job well done (Principal 16)

The above findings are in line with those of Dewodo et al. (2020) who concluded that teachers' attitudes towards instructional supervision were influenced by teacher-supervisor relationship. Dewodo et al. (2020) found that teachers have negative attitudes towards principals who approach supervision as routine completion of paperwork instead of an activity seeking to improve learning and teaching outcomes. On the contrary, teachers are committed and support instructional supervision when it is used as a tool to

improve their professional development. Previous studies have found that teachers attitudes vary according to supervision practice adopted by principals. For example, Acheson & Gall (2003) reported that majority of teachers argue that classroom observation disrupts learning activities. This finding is similar to this study where majority of teachers said that instructional supervision undermines teacher capacity. Also, this study's finding that principals use supervision to check teachers' errors is similar to other studies done in the past. Kayaoglu (2012) discovered that teachers had negative attitudes towards supervision owing to its history that called for subservience among teachers. In turn, many educational scholars have concluded that instructional supervision will only have the desired impact only when teachers see it as a way of promoting teachers' professional growth and student learning outcomes. .

4.7.3 Correlation Results for Teachers' Attitudes towards Instructional Supervision and Curriculum Implementation

The correlation results for teacher's attitudes towards instructional supervision and curriculum implementation are outlined below;

Table 16: Correlation Results for Teachers' Attitudes towards Instructional Supervision and Curriculum Implementation

Correlations		Teacher Attitudes	Curriculum Implementation
Teacher Attitudes	Pearson Correlation	1	-.163
	Sig. (2-tailed)		.035
	N	158	158
Curriculum Implementation	Pearson Correlation	-.163	1
	Sig. (2-tailed)	.035	
	N	158	158

Source: Field Data (2024)

The findings indicate that the Pearson Correlation coefficient is -0.163 showing that the two variables (teacher attitudes and curriculum implementation) are negatively correlated. This means that there is a tendency of curriculum implementation scores to decline as teacher attitudes scores increase. A two-tailed p-value of 0.035 shows that the link between the two variables is statistically significant but weakly significant. In turn, the figures show that correlation between teacher attitudes and curriculum implementation is meaningful, and it is not a result of a random coincidence. This result is similar to that of Muhammad and Ullah (2023) who discovered that negative attitudes towards instructional supervision limit successful curriculum implementation. The scholars argued that teachers who adopt an adversarial approach towards supervision sabotage supervision by failing to utilize feedback given by principals to improve their teaching practice. In contrast, Ngeno et al. (2021) found a positive association between teachers' attitudes and implementation of the competency-based curriculum (CBC). The researchers concluded that teachers who viewed the new curriculum as an innovative and positive approach to learning supported the implementation of CBC.

4.8 Influence of School Work Environment on Curriculum Implementation

The fourth objective of the study aimed to determine the influence of school work environment on curriculum implementation in public secondary schools in Maara Sub-County, Tharaka-Nithi County. To accomplish this objective, the research attempted to study the link between physical work environment and curriculum implementation. The study also aimed to determine the relationship between administration work environment and curriculum implementation. The results of the data analysis are presented below.

4.8.1 Physical Work Environment and Curriculum Implementation

Table 17: Physical Work Environment and Curriculum Implementation

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Teaching materials and resources are available	66	41.8%	60	38.0%	17	10.8%	6	3.8%	9	5.7%
School infrastructure supports curriculum implementation	58	36.7%	51	32.3%	17	10.8%	19	12.0%	13	8.2%
School library supports curriculum implementation	61	38.6%	54	34.2%	16	10.1%	26	16.5%	1	0.6%
Laboratories and practical rooms are sufficient	65	41.1%	52	32.9%	12	7.6%	11	7.0%	18	11.4%
Condition of school facilities supports curriculum implementation	64	40.5%	43	27.2%	5	3.2%	31	19.6%	15	9.5%

Source: Field Data (2024)

Majority of respondents (79.8%) agreed with the statement that teaching materials and resources are available with only 9.6% of respondents disagreeing with the statement. Majority of the teachers (69%) agreed with the statement that school infrastructure supports curriculum implementation with 20.2% of respondents disagreeing with the statement. Majority of respondents (72.8%) agreed with the statement that school library supports curriculum implementation with only 17.1% of the respondents disagreeing with the statement. Majority of respondents (74%) agreed with the statement that laboratories and practical rooms in school are sufficient with 18.4% of the respondents disagreeing with the statement. Majority of respondents (67.7%) agreed with the

statement that the condition of school facilities supports curriculum implementation with 29.1% of respondents disagreeing with the statement.

Results of interviews conducted among principals also revealed an association between physical work environment and curriculum implementation. One principal said:

It's encouraging to see that most teachers agree that we have sufficient teaching materials and resources available to support curriculum implementation. I know that teachers must have all available resources to meet their duties. I will continue to prioritize resource allocation to ensure that teachers and students have everything they need to achieve academic success (Principal 9)

Another principal said that availability of adequate physical resources supports curriculum delivery. The principal said:

The positive feedback on our school library and laboratories is a testament to our investment in supporting curriculum delivery. I know that providing all resources motivates teachers and students to work towards their learning and teaching goals. Our school will keep exploring ways to enhance these resources further to ensure they continue to meet both current and future academic demands (Principal 15)

These findings align with the results of the study conducted by Ahmad (2021) who concluded that principals must strive to ensure that existing physical resources support teaching-learning process. Similarly, Loh et al., (2021) concluded that schools with libraries with professionally qualified librarians support efficient curriculum implementation by providing appropriate curriculum related resources. Jeruto and Okirima (2020) argued that the Ministry of Education should provide public schools with adequate resource materials including textbooks and stationery to make sure that teachers and learners play their part in the curriculum implementation process. Jeruto and Okirima (2020) discovered that insufficient physical resources in public schools in Kenya limit the implementation of the school curriculum. Ondimu (2018) commented that the Ministry of Education in Kenya has failed to maintain the proper condition of public

schools by regularly renovating and expanding existing physical infrastructure. In turn, Ondimu (2018) noted that there is a feeling that the existing challenges of curriculum implementation in Kenya can be alleviated by improving schools' physical infrastructure.

4.8.2 Administration Work Environment and Curriculum Implementation

The likert responses on work environment and curriculum implementation from the teachers are outlined below;

Table 18: Administration Work Environment and Curriculum Implementation

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
The school administration supports curriculum implementation	55	34.8%	48	30.4%	19	12.0%	20	12.7%	16	10.1%
School policies support curriculum implementation	57	36.1%	52	32.9%	17	10.8%	19	12.0%	13	8.2%
Administration responds to teachers needs	19	12.0%	14	8.9%	10	6.3%	62	39.2%	53	33.5%
There is effective communication between administration and teachers	60	38.0%	60	38.0%	8	5.1%	18	11.4%	12	7.6%
The school administration provides teacher training	13	8.2%	11	7.0%	6	3.8%	70	44.3%	58	36.7%
The school administration involves teachers in decision making	12	7.6%	9	5.7%	7	4.4%	73	46.2%	57	36.1%

Source: Field Data (2024)

Majority of respondents (65.2%) agreed with the statement that school administration supports curriculum implementation with 22.8% of respondents disagreeing with the statement. Majority of respondents (69%) agreed with the statement that school policies

support curriculum implementation with 20.2% of respondents disagreeing with the statement. Majority of respondents (72.7%) disagreed with the statement that the school administration responds to teacher needs with 20.9% of respondents agreeing with the statement. Majority of the respondents (76%) agreed with the statement that there is effective communication between school administration and teachers with only 19% of the respondents disagreeing with the statement. Majority of the respondents (81%) disagreed with the statement that school administration provides teacher training and only 15.2% of respondents agreed with the statement. Majority of the respondents (82.3%) disagreed with the statement that school administrators involve teachers in decision making with 13.3% of respondents agreeing with the statement.

The interview conducted among principals reinforced this view that school administration is an important aspect of effective curriculum implementation. One principal argued:

It's reassuring to see that most teachers feel supported by the administration in implementing the curriculum. We recognize, however, that some teachers may not share this sentiment, and we are committed to ensuring that all teachers feel they have the backing they need to succeed (Principal 10)

One principal was disappointed that some teachers did not feel administration's support saying:

The feedback indicating that many teachers feel the administration is not responsive to their needs is concerning. Teachers must be at the front of all our efforts to improve learning outcomes. I will work to strengthen administration efforts to be more attentive and responsive to the concerns and challenges teachers face in their daily work (Principal 5)

These findings are similar to results of previous studies which have investigated the relationship between school administration and curriculum implementation. Habibi et al. (2019) concluded that teachers are committed to curriculum implementation when

principals embrace a culture which supports realization of educational goals. Gong and Subramaniam (2018) concluded that principals' leadership styles influence curriculum implementation. On the one hand, principals who practice transformational and democratic leadership styles motivate their teachers to work hard to realize curriculum implementation. On the other hand, principals who practice autocratic and bureaucratic leadership styles limit curriculum implementation. The researchers attributed the finding to the fact that teachers who are valued and respected approach curriculum implementation with enthusiasm and dedication. A significant number of teachers in this study felt that the school administration did not involve them in decision making and others said administration was unresponsive to teacher needs. This finding is consistent with the results of the research done by Ondimu (2018) who concluded that school leadership in many public schools in Kenya has failed to support teachers fully to realize proper curriculum implementation. In turn, Ondimu (2018) advises educational leaders to ensure that teachers are at the forefront of all initiatives seeking to support curriculum implementation as a way to improve learning and teaching outcomes.

4.8.3 Correlation Results for Work Environment and Curriculum Implementation

The correlation results for work environment and curriculum implementation include;

Table 19: Correlation Results for Work Environment and Curriculum Implementation

Correlations		Curriculum Implementation	Work Environment
Curriculum Implementation	Pearson Correlation	1	.140
	Sig. (2-tailed)		.040
	N	158	158
Work Environment	Pearson Correlation	.140	1
	Sig. (2-tailed)	.040	
	N	158	158

Source: Field Data (2024)

The table above shows the relationship between work environment and curriculum implementation. The table shows a positive association as revealed by Pearson Correlation coefficient of 0.140. A positive association indicates that curriculum implementation scores increase as work environment scores increase. The table shows a two-tailed p-value of 0.024 indicating that the association between the two variables is statistically significant. Consequently, the correlation between work environment and curriculum implementation is meaningful and not due to random chance. This finding resonates with the results of research done by Maldrine (2020) showing that a good work environment improves teachers' job satisfaction which, in turn, improves curriculum implementation. The scholar found that teachers who are satisfied in their jobs are more likely to meet their duties and responsibilities including curriculum implementation.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research findings on the influence of instructional supervision methods on curriculum implementation in Maara Sub-County, Tharaka-Nithi County. The chapter summarizes the study and makes conclusions based on the results. The chapter also makes recommendations based on lessons gained from the investigation.

5.2 Summary of Findings

The summary of findings as per the objectives of the study include;

5.2.1 Methods of Instructional Supervision

The study aimed to identify the instructional supervision methods used by principals in public secondary schools in Maara Sub-County, Tharaka-Nithi County. The study found that monitoring timely preparation of schemes of work was the most common method of instructional supervision followed by checking preparation and use of lesson plans, monitoring class attendance, classroom observation as the lesson progresses, evaluation of progress records, holding model teaching lessons, and checking students workbooks and assignments. The findings are corroborated by the results of the study done by Nyaaba (2016) who concluded that principals engage in numerous instructional supervision activities in their line of work. The researcher linked the use of different instructional supervision activities to principals' leadership styles, time constraints, and existing work culture in public secondary schools. These findings are also supported by Gordon (2020) who found that majority of principals monitor class attendance, check professional documents, and evaluate schemes of work as part of instruction supervision.

The study further established that majority of principals provide verbal feedback to their teachers after conclusion of instruction supervision. This finding is in line with the result of previous studies which have found that principals use instruction supervision to discuss areas of improvement with their teachers (Gordon, 2020). However, it is concerning that only a few teachers reported that principals complement verbal feedback with detailed written report. Previous studies have encouraged principals to use written feedback to explain areas which teachers should improve in their teaching duties. Also, it was disappointing that principals did not monitor teachers for specific time after conducting supervision to determine whether the teachers implement corrective action to improve their teaching activities. This finding could be explained by the fact that instructional supervision is often a secondary task among school principals who are often occupied by other day-to-day operations in their schools.

The findings reveal a positive correlation between instruction supervision methods and curriculum implementation (Pearson's $r = 0.201$, $p = 0.011$). This finding suggests that an increase in frequency of supervision increases teachers' capability and capacity to implement the curriculum. This finding is aligned to previous studies which have found a positive relationship between curriculum implementation and instructional supervision (Nyaaba, 2016). This findings explain that instructional supervision provide opportunities for principals to offer teachers professional expert assistance to help them acquire skills and competencies for effective teacher performance. Another researcher concluded that holding a discussion with teachers after instructional supervision allows the latter to identify their strengths and weaknesses (Nyaaba, 2016). In turn, teachers can take initiative to improve their weaknesses resulting in overall improvement in curriculum implementation.

5.2.2 Effectiveness of Instructional Supervision

The research aimed to establish the level of effectiveness of instructional supervision methods adopted by principals in enhancing academic performance in public secondary schools in Maara Sub-County, Tharaka-Nithi County. The study found a marginal positive association between instructional supervision and academic performance (Pearson's $r = 0.136$, $p = 0.037$). Instructional supervision is shown to improve academic outcomes because it promotes learning and teaching activities. Specifically, majority of teachers said that classroom observation improves the quality of instruction. Further, many teachers said that supervision ensures that teachers are up to date with their knowledge of curriculum content. Many teachers perceived instructional supervision as an effective way to promote interaction between teachers and principals. These results align with previous findings that revealed that instructional supervision allows principals to ensure that teachers carry out their responsibilities as expected and that they meet set targets in the course of their work (Kimeu, 2016). Other studies concluded that instructional supervision promotes academic attainment because it provides opportunities for teachers to reflect on their teaching approaches and make corrective actions where necessary.

The study also found that instructional supervision promotes academic performance because it informs principals' efforts to provide teaching and learning resources. For example, majority of teachers argued that principals use results from supervision to implement programs to improve teacher competencies. This finding reveals that teachers who receive adequate resources are committed to realize set student goals. Also, teachers revealed that supervision allows them to identify student weaknesses through prompt attention to student assignments and homework. In turn, teachers can identify students who require personalized attention to meet their educational targets. These results align

with findings from previous studies showing that principals are model whom teachers aim to emulate in their teaching duties (Kimeu, 2016). Principals who show readiness to ensure that teachers implement the curriculum fully promote a culture that emphasizes the importance of curriculum implementation to realize educational goals. Other studies concluded that principals provide valuable feedback that informs teaching practice (Ekyaw, 2014). For example, principals might suggest practical ways for teachers to improve their pedagogical skills after instructional supervision.

5.2.3 Teacher Attitudes towards Instructional Supervision

The study sought to examine teachers' attitudes on instructional supervision in public secondary schools in Maara Sub-County, Tharaka-Nithi County. The study found a negative correlation between teacher attitudes and IS (Pearson's $r = -0.163$, $p = 0.035$). There were mixed findings on teachers' perception of instructional supervision. On the one hand, many teachers had a positive perception of instructional supervision. Many of the teachers said that supervision allows them to identify their strengths and weaknesses that principals use supervision as a mentoring tool, and that supervision does not strain teacher-principal relations. On the other hand, a number of teachers had a negative perception towards instructional supervision. Specifically, many teachers said that supervision undermines teacher capacity while other teachers said that principals use supervision to identify teacher faults.

Similarly, there were mixed findings on teacher attitudes towards instructional supervision. On the one hand, teachers had positive attitudes towards supervision saying it improved their teaching methods and others said that it improved learning outcomes. However, majority of the teachers had negative attitudes towards supervision saying supervision did not improve their confidence in class and many saying that feedback

from supervision is not actionable. Further, majority of teachers disagreed with sentiments that supervision allows teachers to reflect on their teaching and that supervision provides new ideas used in classrooms.

These findings are consistent with results from previous research showing that teachers do not always readily accept instructional supervision from principals. For example, one study found that only a small minority of teachers viewed supervision by principals as a positive practice (Khaef & Karimnia, 2021). Instead, a majority of teachers perceived supervision as a routine activity that is not a key aspect of their duties. Similarly, another study discovered that many challenges limit supervision including unclear definition of instructional supervision, prior judgments from principals, and time constraints (Kayaoglu, 2012). In turn, many teachers and principals form negative attitudes towards supervision which are not grounded on practical findings. For example, many teachers felt that prior negative experiences with principals informed on-going evaluation activities. The study also found that many teachers are frustrated by lack of actionable feedback after conclusion of instructional supervision (Kayaoglu, 2012). The researchers recommended improvements in instructional supervision practices to ensure that it benefits both teachers and principals.

5.2.4 Work Environment and Curriculum Implementation

The study aimed to determine the influence of school work environment on curriculum implementation in public secondary schools in Maara Sub-County, Tharaka-Nithi County. The study found a positive association between work environment and curriculum implementation (Pearson's $r = -0.140$, $p = 0.024$). The study concluded that the two aspects of work environment (physical and administration) were associated with curriculum implementation in the chosen secondary schools. This result means that

schools with adequate physical resources including teaching materials, infrastructure, libraries, laboratories, and practical rooms report better scores of curriculum implementation. The study also showed that maintenance of physical resources determines curriculum implementation. Specifically, schools whose resources are in good physical condition are likely to implement educational curriculum fully and in a timely manner.

The study also determined that a school's administrative work environment influences curriculum implementation. Teachers who receive support from the administration, school policies supporting curriculum implementation, and effective communication between teachers and administrators promoted curriculum implementation. However, the study found that majority of teachers felt that the school administration did not involve teachers in decision making. These findings align with results from previous studies which have examined the impact of work environment on curriculum implementation. One study reported that overcrowded classes, teacher shortage, and inadequate teaching and learning resources are factors which limit effective implementation of curriculum (Jeruto & Okirima, 2020). Also, the study concluded that availability of well-stocked libraries and their usage determine curriculum implementation in schools. Another study noted that school administrators are focal points in through which all important functions in schools happen. School administrators support curriculum implementation by proper management of the staff which includes motivating staff, delegating responsibilities, and conflict resolution (Jeruto & Okirima, 2020). The research argued that school administrators ensure that schools adequately utilize available resources to attain full and proper implementation of the educational curriculum.

5.3 Conclusion

Based on the findings it can be concluded that;

- i. The findings revealed that principals frequently use methods such as monitoring the timely preparation of schemes of work, checking lesson plans, and conducting classroom observations. However, these methods are often accompanied by verbal feedback rather than written reports, and there is minimal follow-up to ensure corrective actions are implemented. A positive correlation was found between instructional supervision and curriculum implementation, indicating that increased supervision enhances teachers' ability to implement the curriculum effectively.
- ii. The study also found that instructional supervision has a marginally positive effect on academic performance, as it promotes teaching quality, teacher-principal interaction, and the provision of adequate resources. Teachers acknowledged the benefits of supervision in identifying weaknesses in their teaching methods and student progress, but many reported that feedback from principals was not always actionable.
- iii. The study uncovered mixed attitudes among teachers toward instructional supervision. While some viewed it positively as a tool for professional development, others perceived it as undermining their capacity and primarily focused on identifying faults rather than promoting teacher growth.
- iv. The study established that the work environment significantly affects curriculum implementation. Schools with adequate physical and administrative resources, including teaching materials and supportive administrative structures, showed better implementation of the curriculum.

5.4 Recommendations

The study makes the following recommendations based on the research findings and conclusions:

- i. Principals should complement verbal feedback with detailed written reports after instructional supervision. This will provide teachers with clear, actionable insights on how to improve their teaching practices, promoting more effective curriculum implementation.
- ii. School principals should monitor teachers after providing feedback to ensure that corrective actions are being implemented. This will reinforce the impact of instructional supervision on curriculum delivery and improve teacher accountability.
- iii. Schools should prioritize continuous professional development programs that equip teachers with the skills to respond to supervision feedback effectively. This could enhance their confidence in implementing the curriculum and addressing areas of improvement identified during supervision.
- iv. Efforts should be made to foster a more positive perception of instructional supervision among teachers. Principals should approach supervision as a mentorship opportunity rather than a fault-finding mission. Engaging teachers in dialogue and involving them in decision-making will help reduce negative attitudes and increase acceptance of supervision.
- v. Schools should focus on maintaining and improving physical resources, including teaching materials, infrastructure, and student learning spaces such as libraries and laboratories. Adequate resourcing and maintenance will positively impact curriculum implementation.

5.5 Recommendations for Future Research

The study recommends future research in the following areas:

- i. Future research should investigate how teacher motivation influences the effectiveness of instructional supervision in curriculum implementation. This could provide insights into whether motivated teachers respond differently to supervision and feedback compared to their less motivated counterparts.
- ii. Further research should conduct studies to assess the long-term impact of follow-up mechanisms after instructional supervision. By tracking changes in teaching practices and curriculum implementation over time, such studies could offer a more comprehensive understanding of the effectiveness of sustained supervision.
- iii. Future research should explore how different leadership styles of school principals influence instructional supervision and curriculum implementation. Understanding how different leadership styles affect supervision practices could inform more effective leadership training for school administrators.

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APPENDICES

Appendix I: Consent Form

I am Emma Njoki Kithinji pursuing a Master of Education at Mount Kenya University carrying out a study titled “Impact of instructional supervision methods on teacher’s effectiveness in curriculum implementation in public secondary schools in Maara Sub-County, Tharaka-Nithi County, Kenya”. I kindly request for your time by giving responses to some questions I believe you may offer valuable help.

The responses you give will only be used for this research. There is no harm that will be caused to you when you participate in this study. Feel free to answer the questions to how best you know them.

No one will force you to answering questions that are offensive; nonetheless answering the questions will give the much-needed outline of the issues.

I..... declare that I have reviewed and understood the information provided and will refrain from making any claims if I choose to withdraw from the study.

Signature Date

Appendix II: Questionnaire for Teachers

I am Emma Njoki Kithinji pursuing a Master of Education at Mount Kenya University carrying out a study titled “Impact of instructional supervision methods on teacher’s effectiveness in curriculum implementation in public secondary schools in Maara Sub-County, Tharaka-Nithi County, Kenya”. I kindly request for your time by giving responses to some questions I believe you may offer valuable help.

Please tick ($\sqrt{\quad}$) where shown and fill the required information.

Background

1. What is your age in year?
 < 25 years () 26 – 35 years ()
 36 - 45 years () > 46 years ()
2. Gender? Male () Female ()
3. How long have you been teaching?
 < 5 years () 6 – 10 years ()
 11 – 15 years () 16 – 20 years () >21 years ()
4. What is your education level?
 Diploma () Masters ()
 Bachelor () Doctorate ()
5. Were you given an induction by the head of department or the school principal or by both? Head of Department () Principal () Both () None ()

Section A: Curriculum Implementation in Public Secondary Schools

6. Please tick where appropriate

Statement	SA	A	N	D	SD
I consistently cover the school curriculum over the set time					
I have adequate learning materials to implement the curriculum					
All my students meet learning objectives of the curriculum					
I have adequate time to cover the curriculum					
My teaching methods meet curriculum requirements					

More resources are required for curriculum implementation					
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Section B: Methods of Instructional Supervision

7. Please rate the frequency of the following instructional activities.

Statement	Always	Often	Sometimes	Rarely	Never
Classroom observation as lesson progresses					
Monitoring class attendance					
Monitoring timely preparation of schemes of work					
Evaluation of progress records					
Checking preparation and use of lesson plans					
Holding model teaching sessions					
Checking workbooks and their alignment with schemes of work					
Checking students' exercise books and assignments					

8. What follow up action does the instructional supervisor take after making his/her observations? Please tick where applicable

Statement	SA	A	N	D	SD
Provides verbal feedback to the teacher					
Writes a detailed report with suggestions for improvement					
Recommends professional development or training sessions					
Monitors the teacher's progress over a specified period					
Does not take any follow-up action					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

Section C: Effectiveness of Instructional Supervision

9. Please tick where applicable

Statement	SA	A	N	D	SD
Classroom observation improves quality of instruction					
Class visits encourage teacher collaboration					
Checking lessons ensures contents are relevant and timely					
Checking students' progress reports leads to effective curriculum implementation					
Instructional supervision improves teaching methods					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

10. Kindly tick where applicable

Statement	SA	A	N	SD	D
Instructional supervision provides feedback for teacher training and development					
The principal uses instructional supervision to provide resources and materials to enhance teaching					
The principal organizes professional development activities after instructional supervision					
The principal's feedback helps improve teaching methods.					
The principal uses feedback to organize external professional development programs					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

Section D: Teacher Attitudes and Instructional Supervision

11. Do you take class observation positively? Yes () No () if no what is your
take.....

12. Do you see instructional supervision as an improvement tool?

.....

13. Kindly tick where applicable

Statement	SA	A	N	SD	D
Instructional supervision helps identify my strengths and weaknesses					
Supervisors use instructional supervision as a mentoring tool					
Supervision undermine teacher's capacity					
Class observations negatively affects teaching					
Instructional supervision strains principal-teacher relations					
Supervisors use instructional supervision to check errors					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

14. Please tick where applicable

Statement	SA	A	N	SD	D
Instructional supervision has improved my teaching methods					
Instructional supervision has improved my confidence in class					
Feedback from instructional supervision is practical and useful					
Instructional supervision improves student learning outcomes					
Instructional supervision allows me to reflect on my teaching					
Instructional supervision provides new ideas that I use in teaching					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

Section E: Work Environment and Curriculum Implementation

15. Does your school principal encounter challenges related to instructional supervision? Yes () No () If yes what are some of the challenges

.....

16. Kindly tick where applicable

Statement	SA	A	N	SD	D
The availability of teaching materials and resources is adequate for effective curriculum implementation.					
The school's infrastructure supports the effective delivery of the curriculum.					
The school library provides sufficient resources to support curriculum implementation.					
Laboratories and practical rooms are adequately equipped to meet curriculum requirements.					
The condition of school facilities positively impacts curriculum implementation.					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

17. Kindly tick where applicable

Statement	SA	A	N	SD	D
The school administration supports curriculum implementation.					
School policies facilitate the smooth implementation of the curriculum.					
The administration is responsive to the needs of teachers regarding curriculum implementation.					
There is effective communication between the administration and teachers concerning curriculum matters.					
The administration provides regular training and development opportunities for teachers.					
Teachers are involved in decision-making processes related to curriculum implementation.					

Key: SA- Strongly Agree

SD-Strongly Disagree

A- Agree, N-Neutral

D- Disagree

Appendix III: Interview Guide for Principals

I am Emma Njoki Kithinji pursuing a Master of Education at Mount Kenya University carrying out a study titled “Impact of instructional supervision methods on teacher’s effectiveness in curriculum implementation in public secondary schools in Maara Sub-County, Tharaka-Nithi County, Kenya”. I kindly request for your time by giving responses to some questions I believe you may offer valuable help.

1. For how long have you been teaching?
2. How often do you check the professional documents presented to the HODs?.....
3. Do you find the documents you check above satisfactory?
4. Are your teachers conversant with the use of instructional resources available in your school? Are you able to give them feedback on the proper use of the resources?
5. How often do you check student notes to assess the quality of students in your school?.....
6. Classroom observation has been regarded as an important tool in improving teaching effectiveness, how often do you visit the teacher and what are the outcomes?.....
7. How often do you conduct evaluation meetings at department level?
8. Are your teachers offended when you visit them in class? If yes which approaches do you use to counter such offences.....
9. Do you as a school principal encounter challenges related to instructional Supervision? If yes what are some of the challenges
10. Do you have sufficient instructional resources in your institution? Are the teachers contented with the work environment?

Appendix IV: Document Analysis

Assisted by the school authorities the researcher will indicate the relevant information below and comment on the same.

Professional document	Availability	Non-availability	Comment
Lesson Plan Dully prepared Updated			
Teaching Aids Presented in class Updated			
Schemes of work Certified Up to date			
Progress Records Updated Weak students identified			
Class attendance All lesson taught Even distribution			

Appendix V: ERC Certificate



REF: MKU/ISERC/3497
TO: KITHINJI EMMA NJOKI

Date: 05 March 2024

REG: MED/2018/41273

Dear Sir/Madam,

RE: INFLUENCE OF INSTRUCTIONAL SUPERVISION METHODS ON CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN MAARA SUB-COUNTY, THARAKA-NITHI COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2541**. The approval period is **05/03/2024 - 04/03/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

The Chairman
Mount Kenya University
Ethics Review Committee
P.O. Box 111-0100, Thika

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.

Unlocking Infinite Possibilities

Appendix VI: Introduction Letter



DIRECTORATE OF GRADUATE STUDIES

MED/2018/41273

6th March, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: KITHINJI EMMA NJOKI - REGISTRATION NO. MED/2018/41273

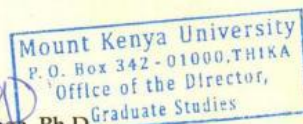
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is "**Influence of Instructional Supervision Methods on Curriculum Implementation in Public Secondary Schools in Maara Sub- County, Tharaka - Nithi County, Kenya.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **March, 2024 and May, 2024**.






Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.



Appendix VII: NACOSTI Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 754935	Date of Issue: 03/April/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. EMMAH NJOKI of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Tharaka-Nithi on the topic: INFLUENCE OF INSTRUCTIONAL SUPERVISION METHODS ON CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN MAARA SUB-COUNTY, THARAKA-NITHI COUNTY, KENYA for the period ending : 03/April/2025.</p>	
License No: NACOSTI/P/24/34033	
754935 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

Appendix VIII: Similarity Index Report

INFLUENCE OF INSTRUCTIONAL SUPERVISION METHODS ON CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN MAARA SUB-COUNTY, THARAKA-NITHI COUNTY, KENYA

ORIGINALITY REPORT



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