INFLUENCE OF INTERNAL INSTRUCTIONAL SUPERVISION ON TEACHING EFFECTIVENESS IN ENGLISH IN SECONDARY SCHOOLS IN KAKAMEGA COUNTY, KENYA

BY

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PG/ PHD/ 139/2010

A RESEARCH THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN PEDAGOGY (ENGLISH AND LITERATURE)

DEPARTMENT OF EDUCATIONAL COMMUNICATION, TECHNOLOGY AND CURRICULUM STUDIES, MASENO UNIVERSITY

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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for a degree in any other university.

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ACKNOWLEGDEMENT

First and foremost I am grateful to the Almighty God who gave me the strength and the wisdom to pursue this program. In addition, the completion of this thesis and PhD program in general was only possible due to the assistance and cooperation I received from many other sources. I may not be able to mention all of them but I feel greatly indebted to the ladies and gentlemen who provided academic, moral, mental, monetary, and spiritual support. All in all, I express my sincere appreciation to my two supervisors, Prof. F.C. Indoshi and Dr. T. O. Okwach for their open and invaluable comments and criticisms which shaped this study. Despite the numerous demands on their time they supervised me patiently, offered needed guidance constantly, advised and encouraged me. Equally, deep felt gratitude to the members of the various defense panels that were constituted at the department, school and ultimately School of Graduate Studies (SGS) fora to scrutinize this thesis. I also thank the staff at the Kakamega County Education Offices for availing the statistical data. Much gratitude also to the Quality Assurance and Standards Officers, principals, Heads of Language Department and teachers of English of the sampled schools for their cooperation during the time of collection of data as well Cathy Joy for typesetting and printing this entire thesis. Special regards to my loving husband Adrum, who continually remained a source of inspiration during my pursuit of this program, ensured all I needed for the completion of this thesis was availed to me and was at the fore front in my visits to the field during data collection. I also owe gratitude to my children, Wisdom, Zoe, Divine, and Increase for their great patience, encouragement and great desire to see this thesis completed. Finally, lots of gratitude to the entire family of Wisdom Assembly Church and Gospel Sign International Ministry for all the prayers they offered for me, indeed, God bless you all.

DEDICATION

This thesis is dedicated to my father, Gideon Matwale and my mother prophetess Miriam Nyamboko, thank you for giving me life, may God give you many years to live. Also to my loving husband Adrum, children: Wisdom-Wonder the wise, Zoe- Eagle the great, Divine Beauty and Increase Obuheli. Thanks, for you are always there for me as I am for you and God with us.

ABSTRACT

Instructional supervision is key to effective teaching. Whereas emphasis has been put on external instructional supervision, less attention has been given to Internal Instructional Supervision (IIS), probably because its influence on teaching effectiveness is yet to be established. Kakamega County is the second largest County in terms of population yet achievement in English is low at an average mean score of 5.03 in Kenya Certificate of Secondary Examination (2007-2018). The County's Panel of Standards Assessment report, 2010 and 2011 pegged this to weak IIS structures. The purpose of this study was to establish influence of IIS on teaching effectiveness in English. Objectives were to: determine the influence of frequency of IIS on teaching effectiveness; establish influence of type of IIS on teaching effectiveness; establish influence of teachers' attitude towards IIS on teaching effectiveness and determine influence of sensitization of teachers towards IIS on teaching effectiveness. A conceptual framework constituting frequency, type, attitude and sensitization towards IIS as independent variables and teaching effectiveness as the dependent variable was used. The study designs used were: *ex-post –facto*, correlation and descriptive survey. The population was 13 Quality Assurance and Standards Officers (QUASO), 247 principals, 247 HODs and 494 teachers. Out of this 13 QUASO, 74 principals, 74 HODs and 215 teachers were sampled purposively. Data was collected using questionnaires, interview schedules and document analysis guide. To establish reliability a pilot study was conducted using 10% of the population, hence, 24 principals, 24 HODs and 50 teachers were used. The test- re- test yielded reliability coefficient of .756 for principals, .846 for HODs and .878 for TOEs questionnaires. Face and content validity of the instruments was established by experts from language pedagogy. Quantitative data was analysed using frequencies, percentages and Pearson's correlation coefficient and regression analysis. Qualitative data was transcribed, categorized and reported in themes relevant to the study. Regression analysis showed that frequency of conducting IIS and sensitization towards IIS was significant to teaching effectiveness and that: frequency of IIS contributed 6%, type of IIS contributed 23%, TOE attitude towards IIS contributed 10% and sensitization towards IIS contributed 12 % of teaching effectiveness. The study concludes that type of IIS used is the variable that contributes more to teaching effectiveness and that frequency of conducting classroom observations predicts teaching effectiveness. Thus, stakeholders of IIS should be most concerned with frequency of conducting classroom observation and should adopt collaborative and non-directive types of supervision and TOE should get sensitised through in-service. This study is of significance as it informs school personnel and educational stakeholders to maximise on classroom observation and adopt collaborative type of IIS for teaching effectiveness.

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D.A.G	Document Analysis Guide
E.S.T.Q	English Subject Teachers' Questionnaire
HOD	Heads of Department Languages and Library Services
IIS	Internal Instructional Supervision
K.C.S.E	Kenya Certificate of Secondary Education
K.I.C.D	Kenya Institute of Curriculum Studies
M.O.E.S.T	Ministry of Education, Science and Technology
P.I.S	Principals' Interview Guide
PQ	Principals' Questionnaire
QASO	Quality Assurance and Standards Officer
TOE	Teachers of English
TPAD	Teachers Performance Appraisal and Development Tool
UNESCO	United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One of the challenges facing education systems in most countries world over is how to uphold quality of public education amidst the increasing national and fiscal constraints. In 2009, Polish's Ministry of Education (MoE) requested the World Bank's assistance in exploring ways to improve teaching quality and education outcomes through improved systems of supervision and support to schools (Nakpodia, 2011). Equally, this concern for quality education has dominated the education debate from the early 1980s and remains a central issue in the Twenty First Century according to United Nations Education and Cultural Organization (UNESCO, 2011). An empirical study of 86 countries reveals that education is linked to economic growth and studies also show that high quality education leads to higher economic returns (Imaobong 2013). This has an implication that matters of quality in education must be given center stage since they have multi-faceted benefits.

Quality in education cannot be upheld without focus on teachers. Odo and Udu (2016) underscore the importance of teachers by opining that teachers occupy a prominent position in the teaching and learning process. They are as a matter of fact, the bedrock upon which this process rests. This has the implication that when teachers are sharpened in terms of enhancing their teaching effectiveness then out rightly the goals of education are upheld.

There are numerous ways of sharpening teachers in terms of their productivity and effectiveness. This study contends that supervision surfaces as an important tool to be used to equip teachers. Supervision is not merely about the act of teachers instructing or teaching students but also the action that enables teachers to improve instruction for students as propounded by Assefa, (2016) and Wanzare (2011). It is the process through which principals, deputy principals and HODS attempt to work with teachers collaboratively to improve teaching and learning in the school (Wanzare, 2011). This implies that through Internal Instructional Supervision (IIS) students' achievement is enhanced. When the teachers' delivery of instruction is put under the spot light, their attention towards students' academic welfare is heightened. This is clearly captured when Sergiovanni and Starrat (2006) assert that when a school's instructional capacity improves teaching improves, leading to improvement in students' performance.

There is need for further investigation into matters of supervision since Sullivan and Glanz (2006) observe that research shows that supervision was mainly used as a monitoring tool with little implication. There is need that supervisors should work effectively to influence teacher behavior that promotes student learning. In one of their papers entitled: *High Stakes Testing Standards and the Demise of Instructional Supervision*, Sullivan and Glanz (2006) interview findings demonstrated the prevalence of directive, checklist and narrative approaches to supervision. They conclude that instructional supervision as a best practice was mostly absent in the schools surveyed. In their second paper entitled *Usurpation or Abdication of Instructional Supervision in the New York Public Schools* they assert that instructional supervision remained a monitoring or inspectional task, reminiscent of older forms of supervision.

Equally, while Osae (2012) observes that supervision seeks to equip individuals with necessary knowledge, attitudes and skills to make them useful, she is quick to note that

today supervision appears sporadic and quite often serves as a token activity that is unable to achieve the objective for which it is intended. All these fore goings have an implication that supervision is not serving its intended purpose and there is need for further enquiry.

Thus, for supervision to bear fruit it must lead to improved instruction. This is evident by teachers attaining good results. Osae (2012) observes that supervision aims at facilitating learning through planning and devising ways of improving teachers professionally and releasing their creative abilities and talents so that they willingly improve the learning situation. Odo and Udu (2016) add that supervision is an enquiry into practice. Practice here implies the act of teaching. Osae (2012) further qualifies that this ought to be a compassionate appreciative enquiry.

The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s (Smith, 2005). During the first half of the 19th century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to ensure that teachers followed the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools then, made this a difficult task for superintendents and the job had to be delegated to school principals (Smith, 2005).

This then was the inception of IIS. It is achieved when school principals and department heads closely and periodically assist teachers in their teaching within the school level (MOE, 2004: 25). This is mainly through classroom observation of these teachers as well as scrutiny of the teachers' professional documents. Eya and Leonard (2012) are of the opinion that IIS is more conversant as it helps teachers to be dedicated to their duties and helps the less effective and in experienced teachers to improve their teaching. Also, Jonesboro (2013) found that IIS is effective because it relies heavily on the sense of voluntary shared responsibility and on mutual shaping of goals and patterns in order to attain them.

Smith (2005) further confirms that the origin of supervision was as a result of growth of charitable social agencies in Europe and North America during the 19th Century. Then, it involved the recruitment, organization and oversight of a large number of volunteers and later paid workers. Persons in the office of supervisors were endowed with the responsibility of assigning cases, organizing work and taking decisions on behalf of the agencies, hence the growing term of *supervisor*. He asserts that, the main role of the supervisor was to ensure that work was done well and to the set standards.

This set apart a supervisor as an important personality in the sense that they have designated functions. Assefa (2016) outlines these functions as: seeing teachers' lesson notes; checking their instructional materials; watching teachers do the actual teaching; evaluating the ability of teachers; identifying instructional problems; introducing changes; helping teacher realize their potential to improve instruction; ensuring that teachers keep accurate and up to date records as well as mandating teachers to provide students with feedback on their performance.

Out rightly therefore, supervisors provide guidance, support and continuous assessment to teachers for their professional development and improvement in the teaching and learning process. This new perspective towards supervision depicts the supervisor as one who works collaboratively with the teacher in a friendly manner. This is opposed to the traditional perspective in which such persons were autocratic in nature, rigid, fault finders, police officer-like, poor listeners and persons who did not include the element of professional guidance of teachers (Kipkurui, 2012) hence the term inspector. Consequently, teachers tended to shy away from interacting freely with the inspector for fear of fault finding and victimization (Wanzare, 2011).

Numerous studies have found that teachers prefer collaboration type of supervision to other types of supervision (Acheson & Gail, 2003; Ebmeier, 2003; Glatthorn, 2010; Glickman, Gordon & Ross-Gordon, 2010). On the contrary few studies have indicated teachers' preference of directive informational type of supervision (Kipkurui, 2012 & Thobega & Miller 2008) nor of the non-directive type. There is therefore, need to establish which of these types of supervision significantly influences teaching effectiveness so that the choice among them can be based on empirical data and not merely on preference *per se.*

As already implied, supervision is divided into two broad categories: external and internal instructional supervision. This study gives prominence to IIS for the simple fact that this is closer to the teacher than the former type, hence it is readily applicable and more fruitful. Odo and Udu (2016) attest to this when they describe IIS as the supervision of instruction which is carried out by school principals or head teachers or appointed heads of department so as to improve teaching and learning and may be conducted on a daily basis. The internal supervisors visit classrooms, examine teachers teaching materials such as schemes of work, lesson plans and lesson notes, they observe the teaching strategies and techniques and take note of the classroom interactions between the teacher and students for purposes of encouraging teacher effectiveness.

Eneastor (2001) contends that IIS is adequate to the extent that it expedites actions, establishes communication and serves as a lesson between people who have problems in this case teachers and people who can help that is supervisors, who are principals and their deputies, senior masters or heads of departments and any other assigned persons. In this regard therefore, supervisors use their expertise and experience to impact teachers who may be inexperienced in the teaching and uninformed in matters of pedagogy.

The quality of education in secondary schools can therefore be improved upon through effective internal supervision of teachers. As a result of this, teaching is enhanced and out rightly students' performance improves. According to Alimi and Akinfolarin (2012) one of the major causes of the poor academic performance can be ineffective IIS. Equally, Thembinkosi (2013) contends that it is generally believed that if teachers are left on their own they may not try to develop their teaching skills. The main objective of supervisory practice in schools is to improve instruction, which is, teaching and learning. Hence, Pearson (2009) states that when supervising in the educational realm, supervisors should seek to help those being supervised realize their possibilities and usefulness.

Furthermore, every organization either corporate or otherwise including the school exists essentially to achieve certain stated objectives. This requires that certain mechanisms are put in place to ensure that these objectives are achieved. In a school set up in order to achieve the individual, group and organizational goals one of the mechanisms to be put in place inevitably, is IIS. Through this, Quality Assurance and Standards Officers (QUASO) are able to monitor whether teaching was/is going on well as opined by (Kipkurui, 2012).

Glickman, Gordon and Ross (2010) assert that instructional supervision is intended for achieving positive results as an individual, group and organizational goals. In this context, teachers want to improve students' behavior achievement and learning capacity whereas supervisors want to improve teachers' behavior, attitude and achievement. Sergiovanni and Starrat (2006) as well as Assefa (2016) confirm this assertion when they state that instructional supervision is an opportunity provided to the teachers to develop their capacities towards contributing towards and for students' academic success. This however, has to be narrowed down to IIS.

According to international literature, many teachers especially student teachers, newly qualified and the under qualified teachers, may not have mastered sufficient skills for effective teaching. Hence, there is need for instructional supervision (Beach & Reinhartz, 2000) albeit at the school level. Kipkurui (2012) supports this argument by fronting that this supervision is important in assisting beginner teachers to translate theories learnt during pre-service into classroom practices. Thus, IIS builds them professionally and greatly enhances their competence in the teaching and learning process.

Such beginner teachers' acquire new knowledge, skills and attitudes. This is confirmed by Eneastor (2001) and Osae (2012) who posits that IIS ensures that the supervised updates or acquires new teaching skills, classroom management skills, administration skills, problem solving skills and positive attitude towards instruction. Such a package is quite invaluable to a beginner teacher. Equally, even for the veteran teachers, supervision puts to focus current teacher pedagogical content knowledge that further sharpens their effectiveness in teaching (Eya & Leonard, 2012). Though, as observed by Jeptanus (2014) veteran teachers resist it since they consider themselves well experienced.

Such divergent views upheld by both beginner and experienced teachers are a pointer to the prevalence of mixed feelings towards IIS. They bring to the fore the dilemma that exists in terms of teacher attitude towards IIS and this needs further interrogation. Further to this dilemma Borich (2008) has proven that many teachers even the most experienced dislike and even fear being observed as they find classroom observation stressful and intimidating. He contends that most teachers are unaccustomed to being observed and the mere mention of observation provokes uneasiness, nervousness and tension amongst both in-service and pre-service teachers in the belief that their professional competence is going to be questioned or

judged. There is therefore need for further interrogation into matters of teachers' attitude towards IIS.

The study by Thembinkosi (2013) revealed that most teachers expected the supervisor to be caring, understanding and helpful. The relationship between the supervisor and teacher is supposed to be collegial rather than authoritarian. Failure to make them relaxed opens a leeway which works against their attitude towards IIS and when the teachers' attitude towards IIS is negative then their teaching effectiveness could be hampered. All these have an implication that IIS should move away from the traditional concept of autocracy which is evident by fault finding and police marking. Thus, this study set to find out the type of supervision used by principals and HODs, the view of IIS stakeholders particularly teachers towards it as well as its influence on teaching effectiveness.

Such redefinition is echoed by Grauwe (2007) who indicates that some countries have recently developed specific terminologies to refer to a supervisor. Malawi for instance uses *education method advisor* while Uganda uses *teacher development advisor* but on the other hand as pointed out by Orenaiya, Adenowe, Aroyeun and Udosonga (2014) Nigeria still uses the term inspector. Kenya on its part uses the general term *supervisor* or *Quality Assurance and Standards Officer* (QASO). Kenya still has room to adopt other terminologies such as *Teaching and learning Advisor* or better still *Teachers' Capacity Builder*. This in essence implies that their purpose should be to improve teachers' quality in disseminating instruction and subsequent effect on students' academic development.

The fact that a number of countries are re-defining supervision is evidence of the drift from the traditional view of these persons as inspectors (which was a kind of watch dog role) to the

appreciation that such persons play the role of guiding teachers in a friendly environment without necessary having to boss them around. This therefore, will have a bearing on the teacher's attitude as well as the type of supervision being used which are key variables in this study. This attitude is of great importance since in a study of supervisory behavior of teacher satisfaction Kieleko (2015) found that the improvement of the teaching- learning process was dependent upon teacher attitudes towards supervision. According to Kieleko (2015) unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have the desired effect.

Consequently, effective supervision ought to result to teaching effectiveness that is evident in quality grades in the students' examination. On one hand, as stated by Barman and Dash (2016) education requires supervision of classroom instruction to evaluate teachers' effectiveness. On the other hand, Orenaiya *et al.*, (2014) posits that effective supervision results to achieving the stated goals of education which is teacher effectiveness. This is by helping the teachers do their job better (Eya & Leonard, 2012). It is a cycle of activities between the supervisor and a teacher with the main aim of improving classroom performance. Out rightly, therefore, all these fore goings imply that IIS results to good grades of the learner.

Studies by (Ekundayo, 2013; Ikegbusi, 2014; Kariuki, 2013 & Odo & Udu, 2016) established that IIS has a positive and profound implication on teacher effectiveness. These however, did not delve into how the various variables of IIS such as its frequency, types used, teachers' attitude towards IIS and sensitization of teachers towards IIS impacted teaching effectiveness.

Onen (2016) further clarifies that instructional supervision is an opportunity accorded to teachers to develop their capacities towards contributing towards and for students' academic

success. It is therefore, an essential activity for the effective operation of a good school system. There is therefore need to strengthen schools instructional supervision so as to ensure that teacher high productivity and work commitment is guaranteed and enhanced as proposed by Ikegbusi (2014). Supervisors need to get out of their way and organize for workshops, seminars and conferences on IIS so as to expose teachers to this practice as well as build their capacities.

Various researchers have recommended the need to sensitize teachers generally through in-service on a regular basis (Indoshi, 1999; Jeptanus, 2014; Odo & Udu, 2016; Okwach, 2009; Usman, 2015 & Wanzare, 2011). This is because when teachers are exposed to workshops, seminars and conferences on IIS then their teaching capacities are stepped up. There was therefore need to find out whether these recommendations have been acted upon in as far as IIS is concerned in the teaching of English in Kakamega County. Equally, there are challenges facing IIS such as inadequate funds to conduct in- service at both the school, County and National levels. The revelation of Tyagi (2010) study confirms that school inspection by the government do not support instructional supervision. In addition, sensitization may as well be facilitated by principals and HODs right within the school setup. This is by these supervisors inducting teachers on the purpose, objectives, documents, organization, frequency and type of IIS. This rests on the strength that internal instructional supervisors have closer interactions with teachers than other stakeholders of supervision. Such close interactions need to be put to maximum use so as to create and uphold effectiveness in teaching.

The re- definition of supervision should also concern itself with the frequency of supervisors physically observing teachers while teaching in class as well as the checking of teachers' professional documents that are used during instruction. This should be with the intention to

boost teaching effectiveness. Spending reasonable periods of time in a classroom observing a teacher will reveal areas of weakness and steady usage of instructional materials and develop good teaching skills. Orenaiya *et al*., (2014) recommend that there should be intense and constant monitoring of teachers. This is with regard to Peretomode (2012) proposition that by doing so supervisors will know what and how teachers teach.

As pertains the continuous observation and assessment of teachers in class, the Teachers Service Commission (TSC)'s Teacher Performance Appraisal and Development Tool (TPAD, 2016) stipulates that performance appraisal is a continuous interactive process between appraisee and appraiser, in which they are required to plan for a termly lesson observation, p4.

Various studies have considered frequency of conducting classroom observation of teachers (Odo & Udu 2016 & Wanzare, 2011) while others such as Jeptanus (2014), Kariuki (2013) and Usman (2015) have concentrated on checking of professional documents. Nonetheless these two aspects of IIS ought not to be detached from each other since IIS is an all-encompassing practice in the sense that it involves both classroom observation and perusal of professional documents as bridged by this study. Consequently, both of these aspects should result to teacher effectiveness. Yet, few studies such as Odo and Udu (2016) have got out of their way to determine the influence of frequency of conducting IIS on teaching effectiveness. There was thus need to determine the influence of frequency of IIS on teaching effectiveness.

In view of this, Eneastor (2001) underscores certain guidelines that need to be put into consideration in supervision if at all it will achieve its desired objectives. Under this, he outlines three aspects. First, is the mention of the input variable (teacher) which consist of

qualification, experience, textbook in use, syllabus in use, schemes of work, lesson notes, time allotment, books on the subject, availability in the library and instructional materials. Secondly, there is the process variable (Teaching) which encompass teacher demeanor, pupils or students written work in form of assignments, corrections, continuous assessment and practice. Lastly, he points out output variables (Achievement) which is the standard of the subject at certificate examination, in this case the KCSE examination results. It is thus, upon such a framework that variables such as schemes of work, lesson plan, and records of work covered, teachers' attendance to lessons and academic performance reports of the current study have been drawn from.

In Korea also, there are two levels of school evaluation in operation. One system is administered by the Ministry of Education (MOE) and targets the regional offices, while the other is run by the regional offices of education and applies directly to individual schools (Otieno 2016). The latter is similar to what is referred to as IIS which is the main focus of this study.

In Africa just as in the international perspective, quality in education is equally prioritized. Nakpodia (2011) emphasized that particular attention should be given to the issues concerning education quality and improvement strategy in the developing world. He further mentioned that there is substantial evidence of decline in education quality in many developing countries even at a time when donor assistance has been directed towards education improvement. Basing on this state of affairs, it is thus possible that various educational aspects that promote quality are at stake, of particular interest to this study is IIS.

Ekundayo *et al*., (2013) in a study entitled *Effective Supervision of Instruction in Nigerian Secondary Schools: Issues, Challenges and the Way Forward*, asserts that if education will be one of the tools to realize the goals of transformation agenda in present government in Nigeria, then there is need to improve upon the quality of learning in secondary schools through effective supervision of instruction. This study contends that supervision is broad and for maximum effectiveness it has to be narrowed down to activities of internal instructional supervisors. Yet again, there can never be effective supervision without a consideration of the frequency at which it is done.

Thembinkosi (2013) further highlights the interrelatedness between quality of education and instructional supervision in Africa by propounding that supervision is very important in the development of our education system. In this context, development of the education system majorly implies quality in education which is measured by the quality of teaching and learning. For this quality to be upheld, teachers are key. They should be effectively supervised so as to ensure that their output is satisfactory.

In Kenya, English plays a key role in the educational system, not only as an important subject but as a medium of instruction in all the other subjects except the language subjects like Kiswahili and French. Its mastery therefore, leads to overall high quality of education since it directly contributes to the realization of vision 2030 that envisages providing a globally quality education, training and research for development through raising the quality and relevance of education (Wanzare, 2011).

In order to realize this goal, there is need for IIS of all the educational activities that are geared towards quality in education (Republic of Kenya, 1999). This study contends that this

supervision should particularly be enforced in the teaching and learning of English subject. This is because the ineffectiveness and inefficiency of supervision in this subject will have a bearing on other subjects too and thus be a hindrance to achieving the desired outcomes of education reforms in our country. No doubt the government of Kenya devotes a substantial portion of its resources to education. Public expenditure on education now accounts for 29% of total government expenditure (UNESCO, 2006) but there is need to channel more to spear head IIS as is being done for science oriented programs.

The Ministry of Education has got to prioritize and spearhead issues of supervision in the subject by providing funds that will be geared towards facilitating sensitization towards IIS through seminars and workshops for the in-service of these teachers. However, this can only be made a reality if the Ministry of Education gets a better picture of the influence of sensitization of teachers of English towards IIS on their teaching effectiveness as brought out by this study.

In this regard, it is worth noting that a good curriculum allows for an independent external evaluation of its effectiveness by promoting the standards, personal development, and wellbeing of its learners, the quality of its provision and how well it is managed. Curriculum supervision should therefore contribute to improvement and be centered upon individual learners. This is because as stated by Kipkurui (2012) it is the teaching and learning that brings the curriculum to life and determines what happens in the classroom and subsequently quality of the outcomes. It is thus important that supervision focuses on the entire process of teaching and learning with clear reference to national performance indication or national standards (Orenaiya *et al*., 2014).

The acceptance and suitability of a curriculum will depend on whether the goals upon which it was developed are being achieved or not. This can only be established when this curriculum which is practically put to use during teacher classroom delivery is evaluated on a regular basis in order to gauge its success in terms of syllabus content coverage and relevance. This implies that there has to be a way to assess the suitability of the methodology used to implement it (Republic of Kenya, 2004). This is better done through IIS and there is therefore need to determine how frequency of IIS influences teaching effectiveness in order for stakeholders of IIS to adopt it.

Maranya (2001) posits that although there is uniform curriculum in all schools, the method by which it is achieved differs from school to school and teacher to teacher. He adds that, the how of the curriculum by and large depends on the supervisory patterns of the head teacher, devotion of teachers, students who consume the curriculum and the environment. This study builds on two of these aspects: supervisory patterns of head teachers and devotion of teachers. With the idea of supervisory patterns of head teachers in mind, the study put into focus the types of supervision used by different secondary schools in IIS as they implemented the curriculum and how these influenced teaching effectiveness in English. Then concerning the idea of teachers' devotion the study got out of its way to establish the attitude of teachers towards IIS and how this influenced their teaching effectiveness.

On the contrary, Maranya (2001) proposition should not be summarily left to the discretion of each school or teacher, rather certain fundamental aspects of IIS which have been tested empirically and proven to result in teaching effectiveness should as a matter of policy be adopted by all schools and teachers. In so doing, schools and teachers will not merely rely on guess work of what can or cannot work for them but rather on solid tested variables of IIS

that give results regardless of who is handling them. For instance, before adopting a given type of supervision, schools need to be aware of which of this greatly impacts IIS so as to fully put it to use as brought out by this study, otherwise, the practice of IIS will all be in futility.

Worth noting also is that recent reports on monitoring of implementation of the revised curriculum have pointed out supervision as an issue of concern in the implementing of curriculum (Kenya Institute of Curriculum Development (KICD), 2004, 2005 & 2006). Though this was established through perspective of primary schools, secondary education by extension is equally affected and there is need that research should focus on it. This is because (Ministry of Education [MOE], 2003) report on the Sector Review and Development pointed out the problem of quality of teaching and learning in various secondary schools. This was attributed to teacher inadequacy, ineffectiveness and motivation. The report then recommended that supervision of instruction should be used to offer instructional improvement within the education system.

In Kenya, the educational bodies that handle quality assurance in the education sector are basically three. Besides the Department of Quality Assurance and Standards which is directly under MOEST, the other institutions namely Kenya Institute of Curriculum Development (KICD), Kenya National Examinations Council (KNEC) and Teachers Service Commission (TSC) are mandated by Acts of parliament to execute their functions in education sector within their acts and report to MOEST (Republic of Kenya, 2004). The same is echoed by Agesa (2015) and Wanjiru (2014). However, all these are a little detached from secondary schools by reason of proximity from schools and may not fully impact on teaching

effectiveness as regularly as the teaching situation demands. This is why IIS falls in handy since it is closer to teachers.

In a school set up, the personnel of IIS include principals, heads of departments, heads of subjects and peer teachers. Such internal instructional supervisors of teachers in turn ensure that the quality in the education offered in a secondary school set up is checked on an almost daily or weekly basis.

In Kakamega County, the performance of English is generally poor. The subject's KCSE results for a series of years were as presented in Table 1.

Table 1: Kakamega County KCSE English Results of 2007-2018

Year	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Mean score	4.90	5.10	5.50	5.61	5.24	5.35	5.15	5.96	5.99	3.75	3.80	4.03
Grade	D+	C-	C-	C-	C-	C-	C-	C	C	D+	D+	D+
Average mean	**5.03**	**C-**										

Source: Kakamega County Director of Education office

Table 1 depicts Kakamega County KCSE English mean grades from 2007 to date. At National level generally as revealed by the County Education Office the mean grade did not go beyond a C minus except in two years but rather it stagnated at C-. This culminates to an average mean score of 5.03 for the twelve years. As can be observed the performance of English in the County has stagnated at a C-, a grade which is below average and lower than the expected C+ which is the National requirement for university entry. Worse of still, the trend taken

currently is that of a D+. This is warring since English is one of the major compulsory subjects that are studied in secondary school and as a matter of fact many post-secondary institutions peg admission of students on their score in this subject. In addition, the report of the County chair of examination that was given during the release of KCSE 2018 examination at the Kakamega County Annual Conference (KCAC, 2019) depicted that the County index revolved around the languages that is English and Literature. Equally, KCAC (2017) report revealed that the number of university qualifiers had declined from 3936 in 2016 to 2801 in 2017. Thus, this mean score is an indicator of below average performance not just for the subject but to a great extent it affects the County's overall performance and this is worrying and further investigations need to be made to find out what ails the performance of the subject in the County. It therefore, implies that various aspects affecting the teaching and learning of English in the County are at stake.

The secondary schools' inspection reports of 2011 and 2012 by the County Standards Assessment Panel of secondary schools in the County revealed that the overall performance of subjects is low as quality grades are missing. The weakness that this team pointed out, directly touched on issues concerning IIS and monitoring of the curriculum implementation in most schools. Such aspects included poor syllabus coverage; inadequate internal supervision and monitoring of the curriculum implementation in most schools; most of the heads of department assessed in these schools were not effective in curriculum supervision in their departments and there were also cases of teacher absenteeism reported.

The way forward by the team included among other things the need for proper curriculum organization, supervision and implementation, so as to increase quality grades (Kakamega County Panel of Standards Assessment Report, 2011 & 2012). This then is a pointer that IIS

is wanting and further investigations have to be undertaken to ascertain how its various variables influence teaching effectiveness. Armed with this findings, the study can then enlighten the stake holders of IIS on what they have to expend their energy and limited resources on in order to step up this effectiveness. The County *per se* needs to put in place mechanisms that will enhance teacher sensitization towards IIS.

Sergiovanni and Starrat (2006) propounded that instructional supervision and professional development is linked in several ways. They both noted one connection to be through the use of data obtained from supervision practices used in planning and implementing staff development as part of instructional improvement and helping teachers improve their skills. The writers further stated that both instructional supervision and professional development: focus on teacher effectiveness in class room; may be provided by teachers, supervisors, and administrators; are judgment-free practices that improve teachers' instructional activities in a collaborative ways; and promote in their participants a sense of ownership, commitment, and trust toward instructional improvement. By extension therefore, when IIS focuses on teacher effectiveness in class, indirectly therefore it affects students' achievements. For this reason therefore this study set out to establish the influence of IIS on teaching effectiveness in English in secondary schools of Kakamega County.

1.2 Statement of the Problem

There is general poor performance in English in Kenya Certificate of Secondary Education (KCSE) examination. Despite deployment of qualified teachers, the situation remains the same. In Kakamega County performance of students in English for the period between the years 2007-2018 stagnated at a C-, this was blamed on issues related to teacher competence. There are various factors that influence teacher competence. These include, teacher

qualification and training, experience, supervision and motivation. Among these factors, supervision, particularly Internal Instructional Supervision (IIS) has not attracted interest of researchers. Effective supervision is key to teaching effectiveness which in turn results into student positive achievement. Indeed, when a teacher is supervised internally their output is greatly enhanced. Many studies have documented how IIS influences teaching effectiveness in general. Reports of the County Standards Assessment Panel 2011 and 2012 linked the poor performance in this County to inadequate IIS. Yet little has been done so far to establish how frequency of IIS, type of IIS used, teachers' attitude towards IIS and sensitization of teachers towards IIS influences their teaching effectiveness. It is also not clear, the extent to which each of these variables influences teaching effectiveness so as to inform the stakeholders on intervention choices to address the problem. This thus necessited the research to investigate the influence of IIS on teaching effectiveness in Kakamega County.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of Internal Instructional Supervision (IIS) on teaching effectiveness in English subject in secondary schools in Kakamega County.

1.4 Objectives of the Study

Specific objectives of the study were to:-

1) Determine the influence of frequency of internal instructional supervision on teaching effectiveness in English in Kakamega County.
2) Establish the influence of the type of internal instructional supervision used on teaching effectiveness in English in Kakamega County.

3) Determine the influence of teachers' attitude towards internal instructional supervision on their effectiveness in teaching of English in Kakamega County.
4) Establish the influence of sensitization of teachers' towards internal instructional supervision on their effectiveness in teaching of English in Kakamega County.

1.5 Research Questions

The following were the research questions for the study:

1.) What is the influence of frequency of internal instructional supervision on teaching effectiveness in English in Kakamega County?
2.) What is the influence of the type of supervision used in internal instructional supervision on teaching effectiveness in English in Kakamega County?
3.) What is the influence of teachers' attitude towards internal instructional supervision on teaching effectiveness in English in Kakamega County?
4) What is the influence of sensitization of teachers towards internal instructional supervision on teaching effectiveness in English in Kakamega County?

1.6 Scope of the Study

The area of study was limited to Kakamega County of the former Western Province, Kenya. This is one of the Counties with minimal performance in English at K.C.S.E. examination. Equally, Internal Instructional Supervision (IIS) is broad and cuts across all subjects. However, this study confined itself to the activities of principals, HODs and form four teachers of English in as far as the influence of IIS on teaching effectiveness in English subject

was concerned. This study confined itself to English subject since English has most speakers worldwide, it is the language in which most official transactions are made, it is the language of the judiciary, most official documents including law books and instructional manuals are written in English and in the school set up it is the language of instruction for all subjects except other languages which include Kiswahili, French, Arabic and German.

The study covered IIS activities practiced which were based on frequency of IIS, types of IIS, teachers of English' s attitude towards IIS and sensitization of these teachers towards IIS. Finally, the study focused on KCSE candidates' results of 2013.

1.7 Limitations of the Study

First, Internal Instruction Supervision (IIS) has at its core classroom observation of teachers, however, this study did not physically observe teachers in class during sessions when they were being observed by their supervisors but solely relied upon reports by teachers, HODs and principals on the status of IIS as well as document analysis on the same. Nonetheless through triangulation of instruments it is believed that the lack of this observation was compensated. Secondly, the study was not able to control the attitudes of respondents since attitude by nature is subjective. This concern was however taken care of by carefully constructing statements on attitude that would capture teachers' attitude in an objective and accurate manner. Lastly there were few schools that did not have a candidate class in the year of study. These schools were thus left out and their number being negligible, it is believed that this did not alter the broader picture of the results of the study.

1.9Assumptions of the Study

For purposes of this study the following assumptions were made:-

a) All teachers were experienced in teaching.

b) Teachers in this study had been well trained.

c) The respondents were honest and truthful in their responses to the questionnaire items and that they filled in the required information with no reservations or bias whatsoever.

1.10 Significance of the Study

The findings of this study are useful in two main ways. First, they are expected to provide the curriculum planners and developers, those in the Directorate of Quality and Standards Officers (DQASO), principals, HODs, teachers of English (TOE), the public and all stake holders in the education sector with a better understanding of IIS. As a result of this, these teams of persons will then set apart internal instructional supervision as an area of great concern and focus with regard to teaching effectiveness, combat loopholes in this practice, formulate supervisory policies on frequency of supervision, type of supervision to be used and means of sensitizing teachers towards IIS.

Second, it outlined how frequency of IIS, types of IIS used, teachers of English' s attitude towards IIS and sensitization of these teachers on IIS influenced teachers of English teaching effectiveness. This then gave insight into various variables of IIS that greatly positively influenced teaching effectiveness and hence have to be prioritized over others.

1.10 Conceptual Framework

This study was guided by a conceptual framework showing the interrelatedness between variables of the study as conceptualized by the researcher. This was as presented in Figure 1 below.

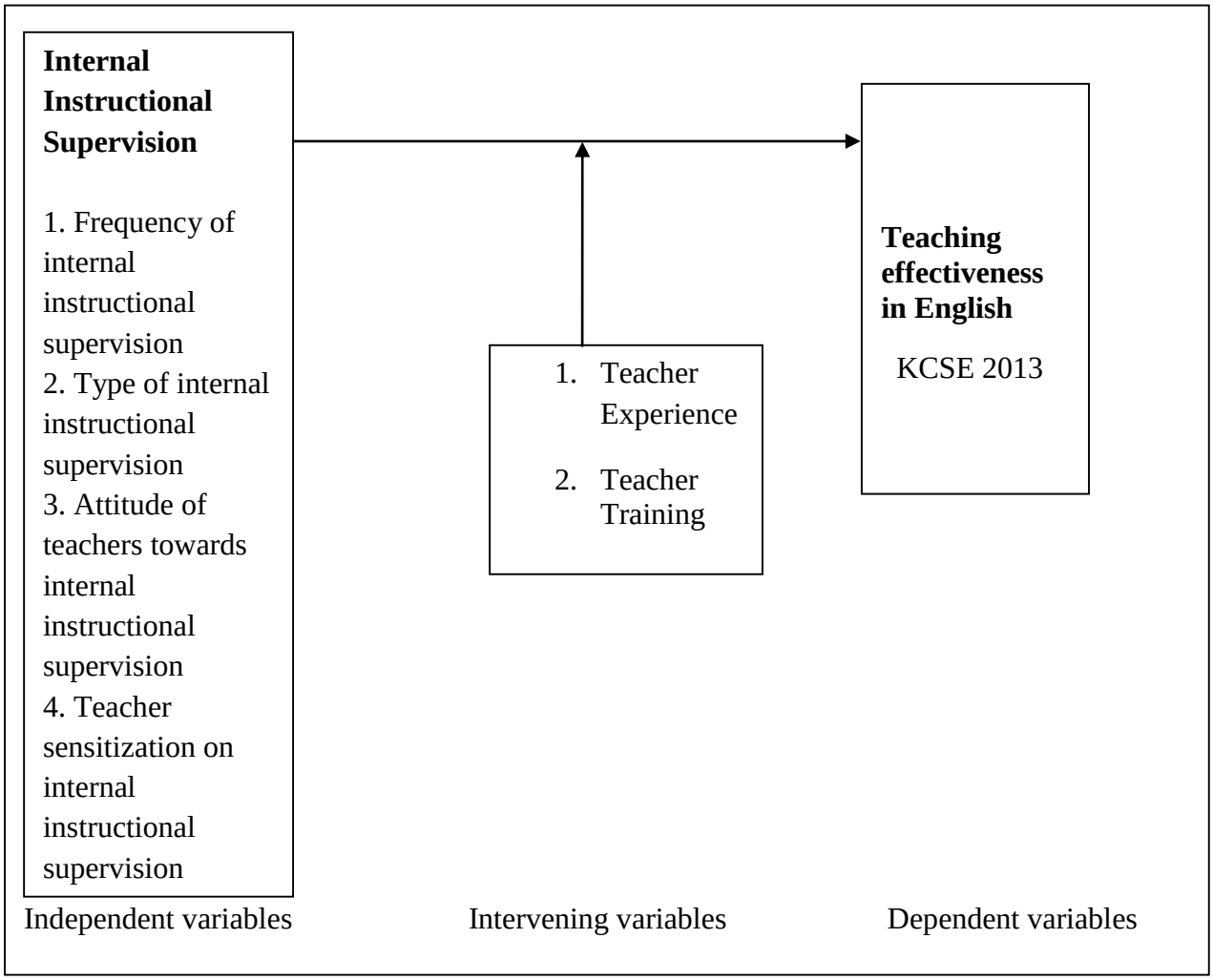

Figure 1: Conceptual Framework on Influence of Internal Instructional Supervision on Teaching Effectiveness. Adapted from the current study, Glickman (2010), Marzona *et al*., (2005) and Reeves (2004)

The study was based on the concept that Internal Instructional Supervision (IIS) leads to teaching effectiveness. IIS is the independent variable. It encompassed four sub sets. First, there is frequency of conducting IIS. The Student-Centered accountability and Connection Theory by Marzono, Waters and McNulty (2005) and Reeves (2004) delineates frequency of supervision as an important construct of instructional supervision. That is, the more frequent

this practice is conducted, the better its outcome on teaching effectiveness. Second, is the type of IIS being used by its supervisors. Each type of IIS has an influence on teaching effectiveness. Glickman (2010) outlined elements of clinical supervision which included non-directive, collaborative and directive informational types of supervision. In the non- directive approach the teacher comes up with what best suits them for the supervision, while in collaborative approach both the supervisor and the supervised frame up the supervisory procedure and lastly for the directive- informational approach, the supervisor frames up the supervisory procedure and expects the teacher to follow. Thirdly, it concerns teachers' attitude. Teachers' positive attitude towards IIS should result to teaching effectiveness and *vice versa*. Lastly, is the sensitization towards IIS, particularly through in-service. Exposing teachers to IIS is expected to result to their teaching effectiveness.

Thus, the dependent variable was teaching effectiveness. This was operationalized to mean the 2013 KCSE examination mean scores obtained by teachers of English. In general, the focus of this conceptual frame work was on the teacher who was a central component of the dependent variable. The assumption here is that in order for IIS to bear fruit it greatly depends on the level of interaction between the teacher of English and the independent variables which are frequency of IIS, type of IIS, attitude of teachers towards IIS and their sensitization towards IIS. This conceptual framework as such, suggests that IIS practices by principals, HODs, English subject heads and TOE directly influences teaching effectiveness. Based on theory X and theory Y it is assumed that either teachers will need external pressure to perform their duty or that they will have self-initiative to do what is expected of them.

There were two intervening variables: teacher experience and teacher training. However, these do not affect the interplay between IIS and teaching effectiveness because all the

teachers who were used in the study had a teaching experience of at least four years and equally, they were all trained to teach with the majority of them being Bachelor of Education degree holders. Hence, IIS influences teaching effectiveness as presented in Figure 1.

1.11 Operational definitions of terms

The following are operational definitions of key terms that were used in the study:

Attitude: These are the perceptions of teachers of English towards the purpose and organization of internal instructional supervision. This was measured on a five- point Likert scale of strongly agree, agree, unsure, disagree and strongly disagree

Frequency of Internal Instructional Supervision: The number of times classroom observation and checking of professional documents is conducted within a year in the teaching of English. This was measured in terms of weekly, monthly, termly, annually and never.

Influence: Effect of internal instructional supervision on teaching effectiveness in English based on correlation statistics and regression analysis.

Internal Instructional Supervision: This is classroom observation of teachers, checking of schemes of work, lesson plan, teaching method, student participation, teacher preparedness and teaching and testing of teachers of English

and out of class checking of these teachers' professional documents by principals deputy principals and HODs. This was measured in terms of;

i. Frequency of IIS
ii. Type of IIS
iii. Attitude of TOEs towards IIS
iv. Sensitization of teachers towards IIS

Professional documents: Official documents that a teacher of English interacts with in order for their teaching to be effective. These included: schemes of work, records of work covered, lesson plan and academic results reports.

Sensitization of teachers of English towards IIS: Deliberate effort taken by principals, HODs and QASOs to enlighten TOEs on the purpose, objectives, documents, organization, frequency, type of internal instructional supervision used and exposure through in-service. This was measured on a five- point *Likert* scale of very great extent, great extent, not sure, small extent and very small extent.

Teaching Effectiveness in English: Mean score attained by form four teachers of English in the 2013 KCSE English exam in the respective stream that each taught. This was measured on the scale of low teaching effectiveness, fair teaching effectiveness, good teaching effectiveness and excellent teaching

effectiveness.

Types of Internal Instructional Supervision: Attributes of non- directive, Collaborative and directive informational approaches of supervision. This was Measured on a five- point Likert scale of very large extent, large extent, not sure, small extent and very small extent.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the review of the related literature that provides a frame work for the study. The literature selected served as a background for better understanding of issues related to this study. The first part focuses on theoretical perspectives on Internal Instructional Supervision (IIS) which includes definition of instructional supervision and exposition of the theories of supervision. The second part discusses teaching effectiveness. The third section unfolds the influence of frequency of IIS, the fourth part discusses literature review on influence of type of IIS on teaching effectiveness. The fifth section tackles literature review on influence of teachers' attitude towards teaching effectiveness. The final section reviews literature on influence of teachers' sensitization towards IIS on teaching effectiveness.

2.2 Theoretical Perspectives on Internal Instructional Supervision

Orenaiye *et al*., (2014) define supervision as a formally designated behavior system that interacts with the teacher behavior systems, in order to improve the probability that the goals of teaching will be achieved. This statement suggests that cooperative attitudes and behaviors must be established between the teacher and internal instructional supervisors for achieving positive results as an individual, group and organization.

Odo and Udu (2016) consider instructional supervision to imply a set of activities that is carried out within the school set up in order to improve the teaching and learning. They add that Internal Instructional Supervision (IIS) is concerned with overseeing the work of a

teacher directly and regularly with the aim of assisting teachers to improve on their competencies. This is in light of the assertion by Assefa (2016) that all teachers are not qualified enough and as such they need support from instructional leaders. Indeed, every school set up consists of novice teachers who need to be sharpened up.

According to Ogba and Igu (2014) supervision has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools. Supervision according to Modebelu (2008) is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution. Ogbo (2015) defined supervision as the maximum development of the teacher into the most professionally efficient and effective person he is capable of becoming. This definition recognizes that a teacher has potentials that needed help, guidance and directing. Walker (2016) and Clark (2015) on the other hand see supervision as a task of improving instruction through regular monitoring and in-service education of teachers. These definitions therefore, according to Eya and Leonard (2012) indicate that supervision is all about promoting leadership and teacher growth in educational practices. Instructional supervision according to Ekundayo, Oyerinde and Kolawole (2013), Olorunfemi (2008) and Okobia (2015) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition describes instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set objectives.

In addition, Ekundayo *et al*., (2013) describe supervision as a means to help guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. This definition mainly focuses on the teachers' attitudes over other vital elements that present

themselves during the process of teaching and learning. They add that it is a service activity that exists to help teachers do their job effectively as well as the opinion that it is a behavior that is officially designed which directly affects teacher behavior in such a way as to facilitate student learning and achieve the goals of the school system. One of the goals of a school is good students' scores. In relation to this, they outline a supervisor's role as ensuring that teachers are preparing and maintaining adequate and accurate records of students' progress. This will include the regular and systematic recording of meaningful data regarding students' progress on specific concepts and skills related to the standards for each subject for the grade level they are teaching.

In general, according to Mecgley (2015) the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. According Oyedeji (2012) the functions of school supervisors include: making classroom visits, supervising heads of departments and teachers by checking their schemes of work and lesson notes, checking teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging them to do the right things at the right time. By reason of this, the study at hand fronts frequency of classroom observation of teachers and checking of their professional records which include schemes of work, records of work covered, lesson plan, teachers' classroom attendance to class as well as students' notes and their academic progress reports as the functional elements of IIS.

Firz (2006) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (head teacher/assistant head teacher or principal/vice principal), while government and delegated agents conduct the external

supervision. Modebelu (2008) and Walker (2016) were of the opinion that external supervision is more effective in promoting teacher instructional effectiveness in schools. However, Eya and Leonard (2012) postulate that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching.

According to Tedele and Roelande (2014) instructional supervision is a type of school-based (in-school) supervision carried out by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching and learning process. IIS should be given much attention since Orenaiya *et al*., (2014) observe that there is a growing conviction that empowerment of school site supervision can make schools respond to the needs of students. This is in congruent with Wanzare (2011) and Jeptanus (2014) who observe that supervision focuses on teachers' instructional improvement which in turn improves students' academic achievement. This is because the practice betters the skills of teachers there by leading to quality teaching that is evident by good and quality grades of the students. This is further clarified by Oranaiya *et al*., (2014) who propound that effectiveness in teaching will produce academically good students. Equally, Chenge and Syomwene (2016) note the following:

> Supervised learning in general has positive effects on student achievement in that it: improves achievement of high aptitude learners, assists the teaching and learning of students with special needs, produces positive effects on attitude towards learning and improves students attitudes and motivation.

This study is based on two theories namely, theory X and theory Y. These are theories of human work motivation and management. They were created by Douglas McGregor while he

was working at the MIT Sloan School of Management in the 1950s and it was developed further in the 1960s. McGregor's work was rooted in motivation theory alongside the works of Abraham Maslow, who created the hierarchy of needs. The two theories proposed by McGregor describe contrasting models of workforce motivation applied by managers in human resource management, organization behavior, organization communication and organization development. Theory X explains the importance of heightened supervision, extreme rewards and penalties while Theory Y can affect employee motivation and production in different ways and managers may choose to implement strategies from both theories into their practices. McGregor (1960) postulates dichotomous views of the attitude of managers towards employees. The assumption of the two theories present diverse perception of the relationships between some managers and their subordinates in an organizational life.

These theories are relevant to instructional supervision because if one understands how people in an organization are likely to behave and the actions that are likely to elicit certain forms of behavior from people, then one will be in a better position to function as a supervisor and bring about effective teaching. To use the theory for this study, the principals and other supervisors represents the managers while the teachers represent the employees. Supervisors should understand that there are teachers who are self-motivated since they yearn for self-actualization. Such ones do not need to be pressurized to work as propounded by Theory Y. On the other hand supervisors are sensitized towards the other group of teachers who lack self-initiative as they have an inner dislike of work and who will only work out of their self-interest. In such a case supervisors are to be firm and use force on the teacher in order to get work done.

Theory X (Work/Instruction Centered Approach)

McGregor (1960) was burdened on how to increase organizational efficiency and effectiveness and rested his perception on the attitude of human beings to work with the following assumptions.

i. That the average human being has an inherent dislike for work, and will avoid it if possible.
ii. Because of this inherent dislike for work, most employees must be coerced, controlled, directed or threatened with punishment to get a job done.
iii. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Obi (2000) classified theory X as incompetent teachers and theory Y as competent teachers. An incompetent teacher possesses the characteristics of theory X. Casting (1996) describes an incompetent teacher as lacking in the requisite skill and attitude needed for the overall achievement of educational goals.

Incompetent teachers are characterized by incessant complaints arising from parents, students, teachers and the community. They are identified by disorderliness in classroom management as well as reluctance in completion of duties assigned to them such as filling in professional records. In this regard, TOE being supervised will be reluctant to be observed in class teaching and will be unwilling to avail their professional documents to the supervisor for perusal and /or avail it only when it suits them to do so . Furthermore, such teachers will have a negative attitude towards IIS since they have a preconceived idea that the supervision is intended for fault finding purpose and/ or that it is a means for the supervisor to take

punitive action against them as established by Wanzare (2011). They will prefer non-directive type of supervision to collaborative and directive informational types; a situation in which they would prefer to be left on their own to formulate their own plan about future development as elaborated on by Glickman (2010), yet they will be unwilling to seek for the supervisors' advice on how to go about this. This theory under pins the fact that such teachers will always be at the fore front to complain, in this case they will complain about the lack of sensitization through in-service yet when given this opportunity they still undervalue it.

It is the duty of the supervisor to apply the professional knowledge and skills to salvage this agonizing situation. Marland (1998) as cited in Odo and Udu (2016) recommends that the supervisor should exert some degree of authority and influence on the supervised. He should possess some knowledge and teaching skills if he is to exert any influence on the teacher (stimulate teachers to action). He should be democratic in nature so as to give each and every teacher a sense of belonging. He should be an authority in authority. Equally, the supervisor should be quick to reward those teachers who accomplish the expected tasks so that they can be motivated to do more. This has an implication that principals and HODs as supervisors must be apt in their duty by frequently observing TOEs in class teaching, check their professional records promptly so as to counter any sabotage, work diligently to correct and shape TOE negative attitude towards IIS as well as involve TOE in workshops, seminars and clinics on IIS. This kind of sensitization in the long run opens up the TOE towards what is involved in IIS and how best their teaching effectiveness can be enhanced. It is no wonder then that Thembinkosi (2013) observes that it is generally believed that if teachers are left to themselves they may not try to develop their teaching skills, hence the applicability of this theory to the study.

This theory is fruitful as it allows the supervisor to draw boundaries along which tasks have to be accomplished by TOE and by it, supervisors can easily identify TOE who out rightly go against their expectation and as such take punitive action against them to make them comply with the laid down guidelines. It should however, be noted that over use of authority and coercion could easily result to threats and these in turn build resentment in the TOE, who then out rightly decide to be unruly and unmanageable as they conceive work to be a punishment. So the supervisors have to subtly enforce their authority. Equally, not all TOEs inherently dislike work. There are those among them who are naturally inclined to work, hence the need for the second theory as follows:

Theory Y (Employee/ Teacher Centered Approach)

McGregor (1960) presented theory Y in a different perspective about the relationship between managers and employees. According to him theory Y is based on the following assumptions.

i. The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work.
ii. External control and threat of punishment are not the only means for bringing about organizational objectives. Man will exercise self-control and self-direction in service in which he is committed.
iii. Commitment is a function of reward amongst others.

The assumption of theory Y encapsulates the principle of integration. The most important aspect of this principle is the creation of acceptable condition that will facilitate the attainment of individual and school goals.

To Obi (2000), theory Y is synonymous with competence. A competent teacher is effective and efficient and will always exhibit acceptable organizational behavior. He or she will always strive to meet the requirements of effective teaching and will always embrace supervision of instruction as being essential for his/her professional growth and development. Such a TOE does work for self-actualization as evident in Maslow hierarchy of need. Hence, he or she does not see his or her work as a punishment. Acker (1990) and Goodman (1995) as cited in Odu and Udu (2016) agree with this notion and add that such teacher discharges his or her duties effectively and satisfactorily. Supervision of a competent teacher will no doubt provide a moment of joy for both the supervisor and the supervised. It is assumed that the supervisor is more knowledgeable than the supervised in both content and pedagogy.

TOE who naturally like work are always inclined to working. They will prefer to be observed as many times as is practicable, they will willingly and promptly surrender their professional documents to the supervisor for perusal with little or no coercion. Such teachers will prefer collaborative and directive – informational types of supervision and with them supervisor can take the risk of the non-directive type without fear of sabotage. They have no fear of fault finding nor victimization since their attitude towards IIS is positive and they willingly attend conferences, workshops, seminars and clinics on IIS when opportunity is accorded to them.

This equally has a bearing on their supervisors. In terms of frequency, their supervisors will enjoy having classrooms visits as often as possible since the TOE do not detest these but rather derive pleasure in being observed teaching. They frequently go through the teachers professional documents, students note books and academic reports without fear of being misconstrued as fault finders by TOEs since the teachers have a positive attitude towards it. They will appropriate collaborative and directive informational types as well as non-directive

since the teachers have an inner drive for work. They also get out of their way to create numerous sensitization programs on IIS without fear of wasting the resources allocated to them. All they are required to do is to create acceptable conditions that will facilitate teaching effectiveness for these teachers who are committed to their work.

However, theory Y is not flawless. It gives ground to the supervisors to take off their hands from tasks in the presumption that tasks will be accomplished, this creates a leeway to TOE to tow their own line and soon or later the school loses clear boundaries within which supervisory tasks have to be accomplished. As such there are no rigid guidelines at work. This ultimately leaves room for error in terms of consistency and uniformity. For instance the TOE may come up with their own format of filling in the records of work books.

In view of this, the two theories should work hand in hand so as to create a balance. Every school set up has both types of teachers. There are those who have an inner dislike for work and will thus require measured force in order for their teaching effectiveness to be stepped up. On the other hand there are those who do not need external control and threat of punishment are not the only means of bringing about their teaching effectiveness, they can exercise self-control and self-direction since they are committed.

With this kind of understanding supervisors are better placed to create a balance as they accomplish their duty in as far as frequency of IIS, type of IIS to use, TOEs attitude towards IIS and sensitization of TOEs towards IIS are concerned in bringing about teaching effectiveness. For instance when a supervisor perceives a teacher to have an inner dislike towards work then they will not use the non-directive type of supervision since such a teacher may not come up with the supervisory schedule to be used in the supervision. Rather he will

opt to use the directive- informational type in which he himself frames up the supervisory plan and expects the TOE to follow the plan. On the contrary, a teacher who is perceived to have an inner like for work will be allowed to use non-directive type of supervision without fear of work flopping. Yet in the long run the outcome for both sets of teachers is improved teaching effectiveness and the school ends up achieving their intended goal which is improved student learning that is evident in quality grades.

2.3 Teaching Effectiveness

The focus on the classroom teacher is moving away from the highly qualified to the highly effective teacher. Orenaiya *et al*., (2014) propounds that the most significant criteria or factor directly influencing the quality of education a child receives is the quality of his teacher. There are many criteria that can be used to gauge the most effective teacher. These include deep understanding of subject matter, learning theory and student differences, planning classroom instructional strategies, knowing individual students and assessment of students' understanding and proficiency with learning, a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development.

Researchers agree that teaching effectiveness mainly involves student learning which can be measured in terms of student scores and grades. In view of this, Barry (2010) observes that studies and models for teaching effectiveness have subtle differences but all of them agree that the gauge for teaching effectiveness is student learning. Yet again, there are numerous indicators of student learning that may be used to evaluate a teacher's effectiveness. The most predominant is students' performance as evident through results of standardized tests.

Therefore it is upon this basis that this study defines teaching effectiveness as the KCSE 2013 mean scores.

Supervision is not merely about the act of teachers instructing or teaching students but also the action that enables teachers to improve instruction for students as propounded by Assefa (2016); Glickman, (2010); Nolan and Hoover (2008) and Wanzare (2011). It is the process through which principals, deputy principals and HODs attempt to work with teachers collaboratively to improve teaching and learning in the school as posited by Wanzare (2011). This implies that through IIS students' achievement is enhanced. When the teachers' delivery of instruction is put under the spot light their attention towards students' academic welfare is heightened. This is clearly captured when Sergiovanni and Starrat (2006) and Japtarus (2014) reinstate that when a school's instructional capacity improves teaching improves, leading to improvement in students' performance.

Alimi and Akinfolarin (2012) point out ineffective IIS as one of the major causes of the poor academic performance. This comes about because when teachers are left on their own they may not try to improve their teaching capabilities but when they are closely monitored they will work on their areas of weakness so as to be better in the teaching and learning process and this leads to better achievement of the learners. This implies that IIS must be made a priority. Thembinkosi (2013) contends that it is generally believed that if teachers are left on their own they may not try to develop their teaching skills. The main objective of supervisory practice in schools is to improve instruction, which is, teaching and learning. According to Pearson (2009) when supervising in the educational realm, supervisors should seek to help those being supervised realize their possibilities and usefulness.

According to Assefa (2016) the purpose of IIS is to improve teacher effectiveness. This is by the teacher achieving the expected educational outcomes through the performance of his or role expectation in the teaching and learning situation. In the context of this study, this implies that the interaction of TOE and internal instructional supervisors places these TOE in a position to apply various skills and competencies with regard to their teaching in order to bring about effective teaching.

The Way Institute (2019) outlines four teaching competencies that have the greatest impact on student achievement. These include: instructional delivery, classroom management, formative assessment and personal competencies (soft skills). According to Attakon, Tayut, Pisittharwat and Kanokam (2014) soft skills comprise of : establishing high but achievable expectations, establishing a love for learning, listening to others, being flexible and capable of adjusting to novel situations, showing empathy, being culturally sensitive, embedding and encouraging higher order thinking along with teaching foundation skills and having a positive regard for students. All these will then result to enhanced learning and their students acquire good quality grades.

Tedele (2014) affirms that supervision improves teaching and learning. This is made possible since the supervisors' role is to monitor whether this teaching is going on or not. This same view is upheld by Japtarus (2014) who also adds that supervisors also visit classes to observe teachers teaching. As a result of these, teaching and learning is made effective. As observed by Chenge and Syomwene (2016) it improves achievement of high aptitude learners, assists the teaching and learning of students with special needs and produces positive effects on attitude towards learning. Thus, the current study contends that good and quality grades by learners is one measure of effective teaching and learning that comes as a result effective IIS.

Odo and Udu (2016) conduct a study that established that IIS has positive and profound influence in teacher effectiveness in classroom management. By reason of this, their study recommends that instructional supervision should be strengthened in secondary schools and that principals and teachers should be trained and re trained on a regular basis. Usman (2015) observed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation by school administrators, checking teachers' lesson notes and inspection of teachers' record keeping have significant correlation with academic performance.

Kimutai and Kosgei (2012) conducted a study on the Impact of Head teachers' Supervision of Teachers on Students' Academic Performance. They found that there is a positive correlation between instructional supervision roles of head teachers and students' performance. More specifically, they found that there is a positive correlation between the inspection of teachers' records of work and lesson attendance and students' academic achievement. This has an implication that IIS is linked to students' grades.

The importance of teaching effectiveness is well brought out in the Teacher Performance Appraisal and development (TPAD) which was rolled out in 2016. It is a system for heads of institutions and teachers to enhance effectiveness in curriculum implementation for improved learning outcomes. Owuor and Jongo (2017) observe that 500 teachers were inducted in this new system and more than 75% of the pilot schools recorded improved learning outcomes.

In its preamble it states that:

> In pursuant to section 11(f) and 35(i) of TSC Act (2012) the Commission is mandated to monitor the conduct and performance of teachers in the teaching service. As such, the Commission has introduced an open Performance Appraisal System for teachers to strengthen supervision and to continually monitor their performance in curriculum implementation at the institutional level.

Its main purpose is to review and improve teaching standards through a systematic appraisal approach, with a view to evaluate teachers' performance and promote professional development for enhanced learning outcomes. One of its objective is to give teachers an opportunity to improve on their performance competencies. Teachers are expected to use the teaching standards in planning teaching and learning programs and for assessing learners' progress. It affirms that quality teaching occurs when the teacher's ongoing analysis of content, the decisions about pedagogical knowledge and abilities to apply result in optimum learning by students.

The TPAD (2016) outlines seven standards as follows: professional knowledge and competence, time management, innovation and creativity in teaching, learner protection, safety, discipline and teacher coordination, professional development and collaboration with parents/guardians and stakeholders.

Professional knowledge and competence pertains to teaching effectiveness. Its significance in this document is seen when it is assigned the highest total of 30 marks out of the possible 100% marks against which the teacher is expected to appraise themselves. It checks the teacher's ability to prepare schemes of work, lesson plan and lesson notes based on current curriculum and syllabi, records of work, assessing learners and providing feedback as well as maintaining learners progress records. In actual sense it is a way to confirm the availability and use of schemes of work, lesson plans, records of work, learners marked exercise books as well as progress records.

Thus for it to be effective there are tools that teachers should make use of. These include: teacher classroom/lesson register which is marked by the class secretary and surrendered to the deputy head then to the head of institution for filing, checklist of teacher professional documents, checklist of the documents to be kept by the head of institution and lesson/ classroom observation. With all these in place teaching effectiveness is enhanced and by extension the learners' grades are improved upon.

As a tool the TPAD is combated with lots of controversy. This has stemmed from factors such as: learner difference, imbalances in physical facilities and resource distribution from one school to another, personal bias in self-appraisal, failure by the TSC to fully in-service teachers on the importance of this tool. All these have resulted to teachers having a negative attitude towards it. However, this tool is well intended for teaching effectiveness. First, the teaching standards can help the teachers to set targets and monitor achievement and develop programs that support and improve student learning. Secondly, it accords a teacher an opportunity for self-reflection. This is in the sense that while rating themselves against different indicators teachers will thoughtfully, relate the opportunities availed by the school in as far as these targets are concerned such as integration of ICT in the teaching, learner protection and collaboration with parents/ guardians and stakeholders. Then, they are able to make a true assessment of their teaching effectiveness thereby making amends for the future improvement and all these results to optimum learning of students. This optimum learning of students is nothing short of good and quality grades as maintained by the study at hand. Therefore at the core of the TPAD is the emphasis on teaching effectiveness.

2.4 Influence of Frequency of Conducting Internal Instructional Supervision on Teaching Effectiveness

Frequency of conducting Internal Instructional Supervision (IIS) is paramount in matters of instructional supervision. In order for IIS to achieve its goals the number of times it is conducted should be put into perspective. The more frequent a practice is done the better its outcome. A theory propounded by Marzona *et al*., (2003) and improved on by Reeves (2007) focused on instructional leaders, instruction and students in order to improve teaching and learning processes. It outlines certain indices that are fundamental to a fuller understanding of instructional supervision by supervisors. At the core of this is frequency of supervision. There must be a leadership supervision when principals, HODs and English subject heads visit classrooms regularly through observation, evaluation and recognition of best practices. Numerous studies including Jeptanus (2014), Tedele and Roelande (2014) and Usman (2015) have observed that frequent classroom observation has a measurable impact on student academic performance.

Chenge and Syomwene (2016) found that in several of the most effective schools regular IIS was a critical component in the school principal's strategy to create and sustain academic focus. Such schools were characterized by an "ethos of improvement" that encouraged teachers to come to school on time; to provide academic instruction in the afternoon as well as the morning; to use test results to evaluate instruction; and to discuss teaching and learning during lunch break in some schools.

Peretomode (2001) findings also established that effectiveness in classroom instruction through high level of frequency and duration of supervision leads to building up of the

expected values. This will involve checking teachers' notes, with schemes of work to determine the extent of relatedness and completeness of tasks and content of instruction or otherwise. Usman (2015) in the Journal of Education and Practice, concurs with this in his study on the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa state in Nigeria, he found that regular instructional supervision using robust supervision strategies like checking students' note books, classroom visitation, checking teachers lesson plan and notes and checking record keeping of teachers have a significant correlation with teachers' performance and academic achievement of students.

Peretomode (2001) and Usman (2015) studies both support the notion of frequent check of certain components of IIS. Their literature however, does not specify the frequency at which to check these documents nor does it support the need to check records of work covered and perusal of academic reports. In the same vain Peretomode (2001) did not delve into how these various aspects of IIS correlate with academic performance which springs from teaching effectiveness nor the extent to which they predict this performance. This presents a gap in their literature and an opportunity for further investigation.

This study first considers the frequency of classroom observation of teachers. Personal visitation to class refers to the supervisor's physical appearance in class to observe the teacher of English teaching, check their schemes of work, lesson plans, teaching preparedness and presentation as well as the way they test learners. The process of instructional supervision has generally occurred in a face to face setting with teachers and administrators physically present in the same location (Glickman *et al*., 2010). Kiadese (2000) observes among other roles of a supervisor the fact that a supervisor is expected to observe management, staff and students at work during a typical supervision session, this is in a bid to help improve observed habits and

standards and by consultation they should offer advice to these persons. The focus for the study at hand is on frequency of observation of teachers in class as they teach.

According to Kimeu (2010) the head teacher should visit the classroom frequently to encourage teachers and as Glickman (2010) looks at it, it is one way to help teachers improve their instructions and as such, it should ideally be implemented at least twice a year. Physical observation of lesson presentation is the only way a principal can gain insight into quality of teaching and learning in the school whether or not they themselves teach English. Kariuki (2013) propounds that instructional supervisors can only be able to access the potential for excellence through watching the teacher present a lesson which he or she has prepared. In addition, Gachoya (2008) confirms that through these visits the supervisor can have insight into quality benchmarks and performance. All these fore goings have an implication that classroom observation strengthens the teacher's pedagogical skills.

The underlying assumption here is that this observation is a powerful tool which gives participants opportunity to gather data and gain insights into the classroom (Hofer, 2016). Studies have indicated that there are concerns with frequency of conducting classroom observations. For instance a survey research conducted by Alemayehu (2008) in 10 Addis Ababa Secondary schools with a sample of 332 teachers, showed that the subject - area instructional supervision practiced in these schools has a multiple problems, one of which was infrequent use of classroom visits. This is in congruent with the findings of Tedele and Roelande (2014).

This should not be the case since Orenaiya *et al*., (2014) outline that the regular observation including long period of evaluation as expounded by Peretomode (2001) is the bedrock of

purposeful guidance and support services to teachers' classroom teaching. This greatly promotes the teacher's output since as observed by Peretomode (2001) it gives a supervisor the opportunity to guide and direct the teacher on effective teaching based on what they have seen and how these teachers have taught in the class. This then imbibes quality of instructions as propounded by Davis (2017). Consequently, the teacher's output gets to its best.

English, in particular, being a language subject requires close supervision of the teacher and checking of their professional documents so as to ensure proficiency that is evident in effective teaching. For instance, a teacher who himself has difficulty in speaking the language he teaches is not going to succeed in giving his students a command of spoken language. Through close classroom observation of teachers teaching, a discrepancy such as incompetence on the part of the teacher of English can be detected in good time and appropriate guidance given to such a teacher. In this case then, Orenaiya *et al*., (2014) confirm that such discrepancies noted concerning content of instruction, methodology and/or teaching skills must be followed with guidance and support services and improvement after careful planning through interpersonal relation and effective communication between supervisor and teachers.

Indeed, the language teacher has to be proficient in all competence specification if he is to be useful to the students. This is because the teacher will invariably teach those specifications at various times during the language course. Ng'ong'ah (2002) looks at the effect of ineffectiveness in which he observed that graduate teachers perform poorly in record keeping probably because they are not keenly supervised. It is thus possible that internal instructional supervisors have not fully paid attention to this construct of frequency probably because they are ignorant of the extent to which it influences teaching effectiveness.

The integrated nature of English subject also calls for close and frequent IIS. This integration poses a great challenge to the teacher particularly during pre- service or to the newly posted teacher. This is because the idea of integrating English and literature, different methodology as well as bringing alive contemporary issues into the classroom appear abstract to such teachers. In such a case, frequent observation is a means available to the supervisor to guide and direct the teacher until such a point when this entire web of integration is solidly engrafted in these teachers teaching.

Glickman (2010) asserts that, to have instructionally effective schools several factors are needed including frequent monitoring of students' progress. Hence, in order to give more attention to pedagogic issues, IIS should become a more comprehensive and frequent exercise. This calls for establishing how frequency of checking different professional documents of IIS influences teaching effectiveness. Glickman, Gordon and Ross (2010) also suggest that brief and frequent visits to classrooms allow supervisors to see how curriculum assessment and instruction are aligned. This calls upon the supervisor to create a dialogue with the teacher of English that embodies suppositions related to what was observed. This should be in view of what Thembinkosi (2013) refer to as creating a democratic environment in which contributions of each party is valued. If this spirit of democracy is flouted then teachers will develop a feeling of contempt for supervisors as propounded by Grauwe, (2007). The argument here however, is that this democratic environment cannot be created and maintained if IIS is rarely conducted. On the contrary, with frequent supervision, TOE will consider IIS as part and parcel of the teaching and learning process and better still when various variables of frequency are proven to result to teaching effectiveness then teachers will be more accommodative and receptive to this practice.

In Kenya, the Teachers' Service Commission (TSC) has rolled out a tool that designates the number of times classroom observation should be conducted. The Teacher Performance Appraisal and Development Tool (TPAD) outlines that heads of institutions should plan for a continuous observation and assessment of teachers lessons on a termly basis. This implies that classroom observation of teachers should be carried out at least once per term.

Frequency of IIS should also focus on professional documents that result to effectiveness in teaching. This is an important component in the learning of a school. Teachers are required to make, retain and update records which are in form of professional documents and students' performance records. Professional documents are the documents that are used by a teacher in the preparation, implementation and evaluation of teaching and learning. As outlined by (Fischer, 2011) these include schemes of work, lesson plan, records of work covered, mark books, progression record book and attendance registers.

In scripted within the Performance Contract between the TSC and Principals of Secondary School is the mandate to ensure that teachers prepare, use and maintain updated professional documents. This is a way to maintain teaching standards in the implementation of curriculum. The TSC has also mandated heads of institutions through the Head Teacher's Appraisal and Development Tool to ensure that all the required professional records are maintained. These persons are required to use the checklist of teacher professional documents, Lesson Attendance Register among other tools. All these teacher professional documents should be checked on a weekly basis.

Musungu (2007) carried out a study in Vihiga District in western Kenya investigating the Instructional Role of the Head teacher in Academic Achievement of Students in KCSE

examination. She found out that eighty percent of principals in high performing schools checked lesson books, schemes of work and registers of class attendance. She also observes that effective principals are perceived as those who are involved in proper tuition and revision as well as supervision of teachers and pupils work, proper testing policies, syllabus coverage, teacher induction, in-service courses and team building. Musungu (2007) study however, neither considers the frequency of checking these documents nor its effectiveness on teaching which the current study undertakes.

Odo and Udu (2016) describe IIS as a practice that is carried out by school principals or appointed heads so as to improve teaching and learning. They add that this may be conducted on a daily basis. In addition, they outline that supervisors visit classrooms; examine teachers teaching materials such as schemes of work, lesson notes and lesson plans; observe the teaching strategies and techniques and take note of classroom interactions between the teacher and students for the purpose of encouraging teaching effectiveness. This perspective is backed by Eneastor (2001) and Obi (2004). In addition, Ogusanju, 2006 and Osika, 2002 observe that classroom observation of teachers should focus on lesson presentation.

Assefa (2016) pointed out that ineffective supervision leads to poor performance. This was in the sense that regular classroom visitation enhance higher student achievement levels as it results to students getting high grades in examination while fewer instances of classroom observation of teachers leads to laxity of teachers hence poor performance. The same study thus recommends that classroom observation of teachers should be stepped up. Hence the study at hand set to find out whether these findings hold in Kakamega County as well as establish whether the recommendations have been worked upon.

Professional documents are very important and must be prepared by TOE and checked by internal instructional supervisors for effective implementation of the curriculum. The TPAD pin points various teacher performance competency areas. Top on this list is professional knowledge and application. This involves preparation of professional records as already noted. Equally, Thuo and Mugo (2017) indicated that before and after training, teachers are expected to prepare the following teaching instruments, schemes of work, lesson plans, record of work and students continuous assessment, to ensure adherence to the syllabus and monitoring of content coverage.

In view of this, this study considered various professional documents of IIS that need to be checked at least once per week. These include: schemes of work, lesson plan, records of work covered, TOE attendance to lesson, students' notes, personal visitation to classes and perusal of academic results report. The study then went ahead to determine the influence of each of this on teaching effectiveness.

Top on the list is schemes of work. This is a document that outlines the work to be covered in an entire academic year or a plan that defines work to be done in the classroom. More specifically according to Wikipedia dictionary, it is a detailed breakdown of the syllabus in terms of lesson, weeks, terms and year, for the purpose of orderly and systematic teaching. Ogbele (2008) expounds that it is drawn from the subject syllabus showing work to be covered in each subject on a weekly basis. He adds that it should be drawn to guarantee that all topics stated in the syllabus are covered within session of relevance. It should point to the expected change of behavior of learners. It comprises of teaching and learning experiences, teaching and learning resources, reference and remarks which are comments that the teacher makes to show whether the set objectives have been achieved.

It is a guideline that defines the structure and content of an academic course. It maps out clearly how resources (e.g. books, equipment, time) and class activities (e.g. teacher-talk, group work, practical, discussions) and assessment strategies (e.g. tests, quizzes, Q & A and homework) will be used to ensure that the learning aims and objectives of the course are met successfully. It will normally include times and dates. The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the course to monitor progress against the original plan. Hence, the effective use of schemes is a means to ensure that all the students' work is covered within the specified duration. This in turn boosts the confidence of the learners and places them in a position to strive for better performance.

Orenaiya *et al*., (2014) observe that it is a teacher's plan of work derived from the syllabus. It shows what is to be covered within a specific period of time, it gives a suggested allocation of time, the teaching of each section of the syllabus and perhaps gives the recommended textbook. They add, that it makes teaching both systematic and orderly since it ensures that topics in the syllabus are taught in an orderly manner. They then direct that internal instructional supervisors should check and approve teachers' schemes of work to facilitate effective teaching and learning of English. Their results revealed that supervisors rarely approved professional records by teachers. The gap here is that this study did not consider the influence of frequency of checking schemes of work as is undertaken by the study at hand.

It is prepared by the teacher of English, usually at the beginning of the first term or as pointed out by Nkoma (2014) during holidays. As a professional document it has a two- faceted role. First, it is intended to guide the teacher on the work to be covered. Secondly, it informs the internal instructional supervisors on the progress of the teacher in as far as carrying out the

work that was planned is concerned. Teachers are warned not to record work that has not been completed because this is very misleading and not in the best interest of the students in case a new teacher is assigned to the class (Ogbele 2008).

Schemes of work make teaching both systematic and orderly since they ensure that topics in the syllabus are taught in an orderly manner as is brought out by Chenge and Syomwene (2016). In addition, Oyedeji (2012) observes that internal instructional supervisors should check schemes. Kimutai and Kosgei (2012) found that schemes of work were updated regularly and that 50% of principals checked the schemes. Their study however, does not delve into finding out whether or not schemes of work predict teaching effectiveness which the current study undertakes. In addition, Kimosop (2015) reiterates that Schemes of work provide supporting information about planning and teaching the subject and form documentary evidence about course delivery which helps to guide subject delivery. Hence, unplanned course delivery adds to workloads, and as planning tools, schemes of work can also be seen as way makers for course delivery by determining the prerequisites for moving.

Next is the lesson plan. As the name indicates it is a document that has a detailed account of what is to be covered in a lesson basing on whether it is a single lesson of forty minutes or a double lesson of eighty minutes. It is extracted from the schemes of work. It is prepared by the teacher prior to the lesson and is used during the actual instructional process as a road map that directs TOE on how to navigate through the lesson (Otunga, Odero & Barasa, 2011). It is an aid to the teacher in the course of teaching as he cannot completely rely on his memory (Ministry of Education [MOE], Benue State, 2009). It reminds him of each step as he teaches.

The details in it will vary depending on the preference of the teacher, the subject being covered and the needs of the students. It outlines, the goal (what the students are supposed to learn), how the goal will be reached (the method or procedure) and a way of measuring how well the goal was reached (test, work sheet or home work) or strategies to check students' understanding as opined by Fink (2014). According to Ogbele (2008) it should contain:

a.) General information such as topic, date, time of lesson, duration of lesson, age, sex and class.

b.) Behavioral objective, previous knowledge, introduction, presentation, conclusion, evaluation and learners activities including assignment.

Orenaiya *et al*., (2014) asserts that the lesson plan should be certified by instructional supervisors. He adds that they enable the teacher to be familiar with the content to be covered and to visualize the best way of covering it. They also give the teacher security and confidence from having a well-developed and organized framework for the days' instructions.

Mitchell and Tchudi (1999) as cited in Fink (2005) point out that secondary English usually center around four topics. These are literary themes, elements of language and composition, literary history and literary genres. A broad thematic lesson plan is preferable because it allows a teacher create various research writing, speaking and reading arguments. It helps the instructor teach different literature genres and incorporate video tapes, films and television programs. Also it facilitates teaching literature and English together. In addition, lesson plans usually correlate with the text book the class uses. Principals and other internal instructional supervisors are supposed to check this document weekly (Teachers Service Commission Regulation Act 2013-2014) to ensure that teachers are prepared to conduct an instruction. ,

Its importance include: it allows the teacher to focus clearly on the work to be covered and the way it is taught thus avoiding vagueness and irrelevance; it is a means to organize content to be taught in advance; allows the teacher to plan, prepare and assemble teaching/learning resources; enables the teacher the opportunity to visualize and conceptualize in advance the teaching strategies and methods and enables the teacher select and design appropriate assessment methods. Kariuki (2013) study on how supervision impacted on curriculum implementation in schools insisted on thorough supervision in the area of checking the records which revealed a positive impact in the academic performance of pupils. Yet, Kimutai and Kosgei (2012) study established that lesson plans were not made and used in all the schools researched on rather that teachers reported that they felt teacher guides and lesson notes were sufficient for them.

Records of work is a document that is also prepared by the teacher of English. It is a document where all details of the work covered/taught by the teacher is entered on a daily basis. This entries are made by the individual teacher after every lesson. It is organized in terms of the content that was covered in all the lessons of each week. In this case there are six lessons for the form one and two classes and eight lessons for the form three and form four classes. Filling it daily ensures accuracy and transparency. Otunga *et al*., (2011) observes that it helps the teacher to keep a clear account of areas of the syllabus that are covered. He advances that internal instructional supervisors should check to ensure that teachers keep this document in order for them to record what they taught.

Thus, according to Fink (2014) it serves the following purposes: accountability and transparency of the work covered by the teacher; the continuity of teaching of a particular class; the evaluation of schemes of work after a period of time for example four years; it

allows a new teacher to trace where to start teaching a class and it ensures uniformity in content coverage in case of several streams. He adds that it is composed of a time frame (day, date, week, and lesson), work covered, re marks section and a name/signature/initials (to identify the teacher and helps in accountability and transparency).

Kariuki (2013) indicates that teachers keeping records of work covered, boosts pupil performance for they are able to follow the syllabus coverage and curriculum development. Her study's findings revealed that few head teachers checked records of work. This, she adds, flouts presupposition that the major purpose of supervision is to correct a range of evidence, match the evidence against a given criteria and make judgment. This has an implication that many head teachers do not match records of work books with schemes of work nor with lesson plans so as to ascertain their level of relatedness and as such teachers are left on their own to teach according to their own pattern. It is possible therefore that they do not understand its significance to teaching effectiveness and a study needs to be undertaken to give them better understanding on this.

On the contrary, the study by Kimutai and Kosgei (2012) and Chenge and Syomwene (2016) confirmed that records of work were available, they were regularly updated and checked by principals. This implies that supervisors have mixed opinions of the significance of checking of records of work which is reason enough for the current study. Records of work covered in essence helps the teacher keep a clear account of the areas of the syllabus that are covered. Internal instructional supervisors should check this document so that TOEs record the work they covered and thus have a record to refer to when need arises.

Teachers' attendance to lessons is also an important document of IIS. Absenteeism is a great contributor to student failure and thus low teacher performance. The absence of a teacher in class denies the learner their right to education. Consequently, the teacher cannot have high mean scores. This is particularly a threat in English since the subjects has at least a lesson per day unlike other subjects such as CRE that have only three lessons and four lessons for the lower and upper classes respectively per week. This is the reason why the teacher's attendance to a lesson should be marked daily. Oranaiya *et al*., (2014) concurs with this argument when they observe that the availability of vice principals in classroom monitoring will ensure teachers usage of instructional time, checking of pupils books, giving of classwork and assignment which automatically discourage perpetual absentees and late comers. Subsequently, when teachers use their time well, check learners' books and give assignments the learners' achievement is greatly enhanced.

This is also supported by the study on Encouraging Teacher Attendance –through Monitoring Cameras (Duflo, Rema & Ryan 2012) which proposed that poor learning outcomes may be due, in part, to high absent rates among teachers who often lack incentives to attend work. The study at hand contends that the best incentive a teacher can get is one that informs them of the direct benefit of class attendance to their teaching effectiveness. This is affirmed by Kimutai and Kosgei (2012) who established that teaching all the lessons had a positive relationship with academic excellence.

In view of the importance of teachers' attendance to lessons to their teaching, the TSC has mandated the principal to ensure that teachers attend lessons as timetabled. It has also crafted a Teachers Lesson Attendance Register dabbed TLAR tool. This form is completed by the class secretary/ monitor with the knowledge of the teacher and it is surrendered to the deputy

head teacher for completion on a weekly basis. It is then surrendered to the principal for further action and filing.

Chenge and Syowmene (2016) conducted a study on Internal Curriculum Supervision of Life Skills in Public Secondary Schools of Lugari Sub- County. Their findings revealed that internal curriculum supervisors approved records of work covered more as compared to lesson plan which was the least approved instructional document. In addition, respondents in their study had mixed opinion about the frequency of classroom observation of teachers but overall their respondents disagreed that it was not frequently conducted. They recommend in their study that internal curriculum supervisors should conduct classroom observation regularly and sensitize teachers of Life Skills to prepare required professional documents. The study at hand fills the prevalent gap by investigating on teachers of English at the County level as well as determining the influence of frequency of IIS on teaching effectiveness.

Students' notes are part and parcel of the teaching and learning process in English subject. In order to ensure the expected teaching and learning outcomes, stakeholder of IIS have to pay attention to this construct. Students are given notes and assignments daily in preparation for their final exam. Just like the teacher's lesson plan, these should also be checked regularly to ensure their alignment with both the schemes of work and the records of work covered in order to realize the positive impact on teaching. Checking of students' notes leads to proper guidance by the teacher as the students will correct their work and this then helps them in their revision.

A study conducted by Alimi, Olantunji and Akinfolarin (2012) on the impact of instructional supervision on student academic performance in English language in secondary schools in

Odo State, established that there is a significant impact on checking of students notes on their academic performance. They add that there is a significant effect of checking students' notes on academic performance in English language in United States elementary schools and secondary schools in New York City respectively. They however, also observe that Firestone and Rienl (2008) had a different view that is, checking of students' notes does not produce a direct effect on students' performance but rather that it is the mediating influence of teachers' instructional communication and school organization that lead to high performance. This varied views therefore open a leeway for further investigation into the significance of checking of students' notes to ascertain its status in the teaching of English. Moreover, all the fore mentioned studies on checking of students' notes mainly centered on students yet teachers are equally central players in the teaching and learning process and need to be put under the spot light for further investigation.

Perusal of academic documents is of great importance in IIS. This is because these are the benchmarks of the teacher's performance. Fischer (2010) observes that good teaching requires diagnosing student progress during the lesson (and of course even after the lesson/lessons) and adjusting the instruction accordingly. Nonetheless, education systems all over mainly dwell on the timetabled exams. However, as Fischer (2010) puts it periodic and formal assessments of students learning through a mid-term or final examination are not sufficient since they are not frequent enough to enable the teacher to adjust the teaching to correct misconceptions.

This is the reason why internal instructional supervisors have to commit themselves to peruse through as many academic reports which bear the teaching effectiveness in terms of the students' scores as possible. These include the daily practice exercises that the teacher of

English subjects the learners to since all these culminate to the mid- term and end term exams and ultimately to the final KCSE examination. In line with this, the TPAD (2016) outlines one of the teaching standards as professional knowledge and competence. Its significance in this document is seen when it is assigned the highest total of 30 marks out of the possible 100% marks against which the teacher is expected to appraise themselves. It checks the teacher's ability to assess learners and provide feedback as well as maintaining learners' progress records.

A qualitative study by Omoha (2013) on Management of School Records in Secondary Schools in Otukpo Education zone outlined schemes of work, records of work covered and lesson plan as part of documentation to be preserved in a secondary school system. The main concern of the researcher was that when principals fail to adhere strictly to effective and accurate record keeping management, achievement of effective school management will always be at cross roads. The study by Omoha (2013) found out that there were so many problems associated with record keeping in secondary school system. More specifically the study established that there was poor attitude of school personnel towards data collection, many times teachers were not co-operative when records are demanded of them from time to time in respect of their schools. Rather than make effort they copy out old records verbatim or amend them slightly and submit to the head teacher's office. This implies the teachers lacked zeal and interest to keep the records. It also found that there was lack of thorough supervision by head teachers.

Omoha (2013) study concluded by recommending that principals and teachers should employ ideal administration practices and strategies to improve on records keeping management in secondary schools system towards ensuring valid and reliable school information. Omoha

(2013) study focuses on management of school records *per se* without necessarily looking at how this impacts on teaching effectiveness, a gap that is filled by the current study. It is possible that teachers in his study are uncooperative when it comes to filling in records because they do not understand its significance to their teaching effectiveness. His study also opens up a gap for other studies to practically research on specific administrative practices and strategies that principals should use to improve on record keeping. This study takes up the challenge by under scoring IIS as a practice that would fill this gap and it goes ahead to lay its basis on pedagogical issues rather than administrative foundations.

Another study conducted in Kenya in lower Yatta sub County of Kitui County investigated the influence of secondary school principals' work load on instructional supervision practices (Odo & Udu, 2016). This study had three main concerns, two of which have a bearing on the current study. These are: establish areas that principals checked in instructional supervision, determine extent to which principals' instructional supervision was perceived important and effective by teachers. These two are juxtaposed with this study's objectives as to determine the influence of IIS on TOE teaching effectiveness and establish the influence of these teachers' attitude towards their teaching effectiveness respectively. On the contrary, matters of teacher effectiveness should not stop at mere perception but rather they need to be empirically tested using higher statistical measures such as correlation and regression which the current study accomplishes.

The study by Odo and Udu (2016) adopted a descriptive survey design that sampled out 26 principals and 115 teachers and collected data by use of questionnaires. It found that areas covered by principals were schemes of work, lesson plan, records of work covered, pupils' lesson notes and class attendance. It also established that instructional supervision was

considered significant and personally benefited teachers in their profession in respect to syllabus coverage, professional development and improvement of instructional processes.

A closer scrutiny of Odo and Udu (2016) findings revealed that 100% of principals checked schemes of work and pupils lesson notes; the lesson plan was checked by 30.8%, records of work was checked by 23.1% while 46.2% checked the class attendance. Odo and Udu (2016) findings revealed that most principals conducted instructional supervision once per term. The other gap this study presents is in methodology where only the questionnaire was used but the current study fills this gap through triangulation of instruments which included questionnaires, interview guides and document analysis guide. Equally, supervision is not just about the checking of documents but it also involves classroom observation of teachers by looking at their schemes of work, lesson plan, teaching preparedness, lesson presentation and how they test their learners.

In Nigeria Ondo State, Sabaitu and Ayandoja (2012) sought to find out the impact of instructional supervisory activities on students' academic performance in English Language in Senior Secondary schools. The purpose of the study was to examine the relationship between instructional supervision and students' academic performance in senior secondary schools. Specifically, the study aimed at establishing the relationship between checking of students' notes, class visitations by principals, checking of teachers' punctuality and attendances, moderation of examination questions and marking schemes on students' academic performance in English Language. The study adopted a descriptive survey method and sampled sixty English language teachers in sixty public senior secondary schools and their students in Ondo State, Nigeria as at 2007/2008 academic session. The study showed

that there was significant impact of instructional supervision of teachers on academic performance of students' English language.

The activities that were supervised were checking of students' notes, checking teachers' punctuality, attendance and moderation of examination questions and class visitation. In a school set up teachers are accountable to the students they are teaching and to the entire community. This study included a wide range of instructional activities which gives weight to the findings however they used one group of respondents, the teachers. Teachers' attitude towards supervision could have influenced the answering of questionnaires. The use of different respondents within the population would help to eliminate such biases. The dependent variable was specifically on student academic performance in English. The current research added the number of participants to include principals and QASO and the dependent variable was KCSE examination results of 2013.

Kimutai and Kosgei (2012) established that there is no relationship between students' academic performance and principal's inspection of lesson plans, teacher's lesson notes, and ensuring that assignments are marked and corrected. This contradicts Kerubo (2010) findings where the checking of teachers lesson plans, teachers lesson notes and students work correlated with students' academic achievement. There is however, a positive relationship between the teachers' inspection of records of work, lesson attendance and teachers on duty giving report at the end of the week and students' academic achievement according to Kimutai and Kosgei (2012). Inspection of teachers' record of work, lesson attendance and weekly report are key instructional activities because unless a student understands what is taught, covers the syllabus and is disciplined, it might be difficult to pass the examinations.

Wanzare (2011) conducted a research on instructional Supervision in public secondary schools in Kenya. The research investigated the problems associated to practices of IIS. The study employed mixed method. Its population involved active secondary teachers, secondary head teachers and senior government education officers. A sample of two hundred public secondary schools was used. The sample consisted of 136 teachers and 56 head teachers who were served with questionnaires. It interviewed 5 teachers, 5 head teachers and 11 senior government education officers. The total sample of participants was 213. The major problems found to frustrate the practices of instructional supervision were those associated with supervision practices, instructional supervisors, feedback and follow-up and teachers attitude towards supervision. It concluded that when principals fail to be consistent and professional in their instructional supervision they are bound to face many problems. The supervisory skills are not developed and as such meaningful support and feedback and follow-up are wanting. The respondents indicated that there was lack of consistency and professionalism. Instructional supervisors lacked supervisory skills and competencies. The findings brought to the fore that feedback and follow-up support on supervisory matters was lacking. The teachers sometimes lack an environment to share instructional concerns with supervisors because they are not always available. The study supported a number of the studies on challenges of instructional supervision. However, the use of one method of research was not sufficient for the study that gives a reflection of a large population.

Kipkurui (2012) study found out that 75% of head teachers involved themselves in evaluation of teachers' instructional supervision. Some of activities that head teachers involved themselves in line of instructional supervision included: Checking teachers' schemes of work, lesson plans and lesson notes: assessing teachers while teaching; establishing good

relationships with the teachers; informing the teacher(s) before you see him /her in class; discussing the lesson together with the teacher after assessing him/her.

Atieno (2015) conducted a study on the Influence of Head teachers' Supervision of Teacher Curriculum Development on Provision of Quality Education in Secondary Schools in Kenya. She observes that one of the major causes of poor performance is ineffective IIS. She noted that whereas supervisors are supposed to visit class to ensure that content delivery was in line with recommended syllabus, in Kisumu East, supervisors never listened to or observed teachers teach and that head teachers did not pay attention to content, they left most of the supervision to the HODs who in turn only checked the records of work books and lesson notes and that head teachers only walked around to ensure that teachers were inside the class. The two studies agree on the principal of head teacher but the current study derives its sample from a wider study area for purposes of generalizability.

2.5 Influence of Types of Internal Instructional Supervision on Teaching Effectiveness

There are different types of supervision. Glickman (2010) points out four supervisory approaches within the clinical supervision. Their difference, he adds, is in the power and control accorded to the teacher. First is the non-directive supervision. This occurs when the teacher formulates his or her own plan about future development. The teacher has the liberty of framing the supervisory interaction, and the supervisor is available to give advice. This is important for this study as teachers of English played a central role in providing data on their attitude towards internal instructional supervision (IIS) which could easily stem from the type of IIS used. It is also important that these teachers are actively involved in this supervision

since they are the key players in the dissemination of the knowledge and skills of English language and literature.

Second, there is collaborative supervision. In this approach, the supervisor and the teacher share decision making about future improvement. Puteri, Mohd and Omar-fauzee (2017) add that collaborative supervision enhances peer shaping. Consequently, a study on teacher efficacy established that teachers' peers are very important to teachers and help shape in a big way their views and influence commitment to teaching through establishment of trusting relationships and satisfying work relationships (Osae, 2012).

The supervision process should be collaborative, the researcher sought to find out the extent to which this collaboration is enforced in IIS of English subject in secondary schools of Kakamega County. For instance, whether or not principals, HODs collaborated with TOE in order to boost teaching effectiveness in the subject. Then, it went ahead to establish the influence of collaboration on teaching effectiveness. Third, Glickman (2010) mentioned directive- informational approach. This occurs when the supervisor frames the supervisory plan and expects the teacher to follow the plan. The last type of supervision that he outlines is the directive control approach in which the supervisor frames the supervisory plan and the teacher decides whether to follow it or not.

For purposes of this study the first three approaches were adopted: Non –directive, collaborative and directive- informational approach. This was mainly based on the three clear perspectives that in the first instant, the teacher is in charge, in the second, both teacher and supervisor share ideas and finally in the last approach, the supervisor is in charge. This study sought to find out which of these three approaches was used, the extent to which it was used,

which of the three approaches was preferred, the reason why the respondents preferred it over the rest and finally the influence of each type on teaching effectiveness.

In order to enhance professional effectiveness of the teaching staff, principals and HOD languages and library services have to be skilled in the following areas:

a) What to evaluate
b) How to observe and analyze classroom observation information and data
c) How to translate the results of observations and summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction. (Bellibas & Yan 2017).

The 'how?' in (b) above presupposes that the supervisors need to beware of which methodology in supervision draws maximum potential out of the teacher of English. Okeafor and Poole (1992) as cited in Orenaiya *et al*., (2014) conducted a study which explored how teachers characterize their administrators' supervisory behaviors and administrator-teacher relationships, including how administrators show respect for teachers. Four distinct supervisory patterns (backstage, collaborative, surly, and imperial) emerged. Their data indicated that the collaborative effort was perceived by teachers as resulting in the highest levels of instructional improvement. Moreover, the authors found a positive correlation between principals' respect for teachers and high-quality informal principal-teacher relationships. This is in tandem with Olorunfemi (2008) who outlines that an instructional supervisor must possess ability to get along with others. This mutual co- existence is best evaluated through insight into type of IIS. These studies however, did not outline the influence of directive and non-directive types of supervision

Equally, Krein (2016) characterizes instructional supervision as a collective or collaborative effort based on principal-teacher joint decision making, while Hunter views it as an administrative task to be fulfilled in a structured, directive, and authoritative manner. Glatthorn (2007) formulates a model through which he considers effective instructional supervision as consisting of the principal providing encouragement to teachers for the purposes of their professional development. This model advocates that principals form close relationships with teachers. Indeed, without this kind of relationship, TOE will interpret the principals' good intentions in supervision to be a means of faultfinding, intimidation and an opportunity to ridicule them and as a result of this they will become resentful of IIS.

Sarfo and Cudjoe (2016) agree with Glatthorn (2007) proposition that the right supervision supports teaching and professional development. Also that it enhances personal and collaborative enquiry, promotes critique and contributes to an evolving pedagogy. In addition, Acheson and Gail (2003) indicate that supervision should not be autocratic but collaborative, it is not directive but democratic as well as teacher centered. This clearly brings out the weight that different researchers have accorded to collaboration as opposed to other types of supervision. The active participation of the teachers of English in the supervision process yields more results than instances when the practice is imposed on them or alternately when they are allowed to do what they wish, since those who are least motivated and are not self-driven will end up doing nothing.

Also, according to Glickman *et al*., (2010) and Mona *et al*., (2015), collaborative supervision works best with most teachers. In addition, Akinwumiju and Agabi (2013) define instructional supervision as a collaborative effort involving a set of activities designed to improve the

teaching and learning process. The purpose of supervision is not to find fault or punish but rather to work collaboratively with the teacher.

All these foregoing indicate that much weight has been given to collaborative supervision. The teacher *per se* should not at all be perceived as a passive, kind of a blank slate waiting to be written on rather a teacher is one who is rich in experience gathered from very personal interactions with the learner and the learning environment. Hence they should be allowed an active role in the supervision process. Equally, the supervisor comes with lots of guidance and advice so as to bring out the best in the teacher. Therefore the teacher and the supervisor must collaborate through mutual understanding in order to bring out the best in the learner. This is clearly brought out in the TPAD which categorically states that the appraisee (teacher) and appraiser (HOD or any other internal instructional supervisor) are both required to plan for termly lesson observation. This has an implication that classroom observation should be done collaboratively.

On the contrary, lots of the literature reviewed merely pin point that collaborative type of supervision is perceived by teachers and supervisors as giving the best outcome. Little is known about its exact influence on teaching effectiveness in terms of numerical scientifically proven values. In the same breath, scanty literature exists on how non- directive and directive informational types of supervision positively or negatively relate with teaching effectiveness.

For instance, Thobega (2008) conducted a study in which directive informational supervision was the most frequently used with agriculture teachers in Iowa. The reason for this was that it is most likely to be the easiest with supervisors since it involves them alone in formulating the plan. It may also appeal to many teachers because their thinking and participation are

limited. All they have to do is listen to the supervisor's suggestions. In his study though, agriculture teachers who experienced collaborative supervision reported a slightly but significant job satisfaction than those who experienced other types of supervision. The study recommends that supervisors should begin with collaborative approach and after becoming familiar with a particular teacher and their situation the approach may be adjusted. The study at hand fills the gap by considering types of IIS as applied in English and then it went ahead to find out their influence on teaching effectiveness.

Tedele and Roelande (2014) observe that implementing different supervisory approaches is essential, not only to give choices to teachers but also to provide choices to administrators and schools. This is quite true, but in addition teachers, administrators and schools require to be further enlightened on which supervision approaches result to effectiveness of teaching as well as how the different supervisory approaches can be prioritized as brought out in the study at hand. This will ensure that supervisors make well informed choices particularly with the perspective that they deal with TOE who have a drive towards work on one hand and on the other hand there are TOE who have to be coerced to work.

2.6 Influence of Attitude of Teachers of English towards Internal Instructional Supervision on Teaching Effectiveness

Teachers' attitude towards internal instructional supervision (IIS) is of great concern in matters of IIS. Assefa (2016) and Tedele and Roelande (2014) both observe that the way teachers perceive supervision in school and in the classroom is an important factor that determines the outcomes of the supervision process. If they view it positively then it sure will yield fruit but when their attitude is negative then the objectives of this practice will not be achieved.

Tedele and Roelande (2014) aimed to establish the relationship between instructional supervision and professional development. They specifically examined the existing perceptions of teachers towards instructional supervision in secondary schools in Addis Ababa, Ethiopia. Their study's sample comprised of 200 teachers. They found that, in Ethiopia many teachers fear and resent supervision; and through independent t-test, correlation and regression analyses one of its main findings was that there were significant weak to moderate positive relationships between teacher attitudes and satisfaction with professional development; no significant difference was found between beginner and experienced teachers in their attitudes and satisfaction towards supervisory processes practiced in schools and through regression analysis they established that teacher's attitudes and teachers' satisfaction are the most important contributors to professional development.

The study at hand and Tedele and Roelande (2014) both considered the variable attitude as important in as far as IIS is concerned. On the contrary, they look at professional development as one of the outcomes of supervision whereas the current study considers teaching effectiveness as the other outcome of this practice thus filling the prevalent gap. The current study also gets out its way to establish how teachers' attitude towards certain specified aspects of IIS such as classroom observation, supervisors, objective of IIS, its frequency and its purpose influence teaching effectiveness. This is with the understanding that the teacher's professionalism is to a great extent measured by their individual practice in teaching as well as their teaching effectiveness. It thus looks at various parameters of attitude in order to establish their influence on teaching effectiveness.

Reepen and Barr (2010) observe that teachers' attitude towards IIS is viewed as negative if they view observations as the perfect platforms for the supervisor to attack them As a result

most teachers tend to become anxious and resentful of the *process* of instructional supervision (Thembinkosi, 2013). All these are to the detriment of this noble practice. Usman (2015) study on the Impact of Instructional Supervision on Academic Performance of Secondary Schools in Nasarawa state Nigeria established that negative remarks by supervisors have impacts on teachers' job performance. Good comments by supervisors improve teacher performance whereas negative comments have an adverse effect on this performance. The focus of Usman (2015) study was on job performance while this study considers teaching effectiveness.

The traditional concept of supervision and inspection was authoritative and rigid and did not include the elements of professional guidance of teachers (Grauwe, 2007). As brought out in Wanzare (2011) teachers tended to shy away from interacting freely with the inspector for fear of fault finding and victimization. If such a state of affairs can be allowed to sip through into our current education system then out rightly, the TOEs attitudes towards IIS will be far from desirable and their teaching effectiveness will be greatly hampered. On the brighter side though, there is a level of consciousness towards this traditional view of supervision as tending towards the negative as evident by the fact that term 'inspector' is not as popular as it was then.

This traditional perspective towards supervision could be the reason behind Assefa (2012) and Thembinkosi (2013) observation that there is a general belief that teachers tend to associate instructional supervision with fault- finding. As a result, it is argued that most teachers tend to become anxious and resentful of the process of instructional supervision. For instance, the study by Tedele and Roeland (2014) on relationship between instructional supervision and professional development established that less experienced teachers perceived it more negatively as they considered supervisors to be fault finders and feared that

supervisors would report them to school administrators and believed that supervisors had nothing to offer them. In its final analysis, this study found that teacher attitude was an important contributor to professional development. The study at hand contributes to the literature on teacher attitude by considering how this relates to teaching effectiveness.

On the other hand, Thembinkosi (2013) established that the more experienced teachers felt that they should be left to do what they knew while the few untrained teachers indicated that they would welcome the help of the supervisor in planning the lesson and overall that teachers generally perceived instructional supervision in a positive way. It is no wonder then that the same study recommends that supervisors should be motivated to feel free to visit teachers since their presence in the classroom does not disturb teachers. Nonetheless, both of these studies do not delineate specific attributes of IIS *Vis a Vis* teaching effectiveness, hence the need for the current study.

Equally, the study by Kutsyruba (2003) on beginner teachers on perception of instructional supervision revealed that beginner teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration and one that provides them with support, advice and help. In yet another study of Supervisory Behavior and Teacher Satisfaction Glatthorn (2007) found that the improvement of the teacher – learning process was dependent upon teacher attitudes towards supervision. According to Glatthorn (2007) and Thembinkosi (2013), unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have desired effect.

Two main findings of Glatthorn (2007) study have a bearing on the current study; first, that the teachers expected the supervisor to be caring, understanding and helpful and second that the relationship between teacher and supervisor was expected to be collegial rather than authoritarian. He also argued that where teachers are aware of the roles of supervision for their professional development, they are likely to view the classroom observations positively; but where the teachers' views on supervision are negative, it is possible that teachers may view observations as the perfect platforms for the supervisor to attack them, (Kieleko, 2015 and Reepen & Barr, 2010).

The gap in Glatthorn (2007) study is that the tool used neither measured the correlation between attitude and teacher performance nor does it predict elements of attitude that could predict professional development. Glatthorn (2007) argument can also be juxtaposed to this study's that where teachers view IIS as a process of promoting teaching effectiveness and student performance then the supervisory practice will have the desired effect.

Kipkoech (2003) also conducted a study on the impact of head teacher supervision on teacher productivity. His study was based on a comparative case study of two schools officially ranked by Kenya Ministry of Education as National and District schools in Uasin Gishu district. These were Moi girls' secondary school and Kesses secondary school. The findings revealed that the teachers' perception of the head teachers' supervision showed significant relationship with teachers' productivity. The current study agreed with that of Kipkoech (2003) on the variable supervision but Kipkoech's findings cannot be easily generalizable to a bigger population since it garners information from only two schools.

The principal is a curriculum and instructional supervisor. The functions of the school principal as a supervisor include; obtaining and making available for teachers all educational information, visiting classroom often to observe his teachers teaching, inspecting lesson notes and offering professional advice for their improvement. In order for all these to take place and also for supervision to be friendly and positive, principals must create good rapport with their teachers as recommended by the study of Ikegbusi and Njideka (2014).

Head teachers are expected to influence academic achievement of the students by influencing teachers' effort (Kadenyi, 2014). The principal has a major role to play as a curriculum and instruction supervisor, a motivator and change facilitator. The principal being a motivator and change facilitator implies that they should consciously cultivate the teachers' attitude and root out any negativity in them particularly towards IIS. This is because as already pointed out by previous mentioned studies such as Thembinkosi (2013) and Ekundayo *et al*., (2013) it is aimed at promoting teachers' professional competence.

Ekundayo *et al*., (2013) recommend that modern day principals should be knowledgeable, professionally competent and resourceful since the secondary school level is the bridge between the primary and tertiary levels. In their study in Nigeria, they attribute the poor quality of education to aspects of low morale of teachers, inadequate funding, inadequate facilities, poor supervision of schools and frequent changes in educational policies. The low morale mentioned in this study could be a pointer to a marred attitude and this out rightly leads to low teacher performance. Supervision than gives the principal a good platform to identify this and in the same breath an opportunity to rectify it by collaborative means with such a teacher as evident in Wamboi (2015).

On this basis, Musungu and Nasongo (2008) posits that ideally supervision is not only concerned with overseeing, directing, conducting, regulating and controlling teachers and students. It also involves guiding and influencing these persons to strive towards desirable teaching behavior in order to achieve educational goals and objectives. Hence, this will require the head teacher to work very closely with teachers on an individual basis. Some of them will have unique instructional problems requiring the assistance of the head teacher in academic achievement, Musungu and Nasongo (2008).The study at hand concurs with the study of Kadenyi (2014), Musungu and Nasongo (2008) and Wamboi (2015) on the variable of the principal as an internal supervisor but this study also considers the HODs as supervisors too. It then goes ahead to find out the attitude of TOE towards IIS and how this attitude influences their effectiveness in teaching.

In addition, Bolton and Houlihan (2008) report that individual motives and evaluation are generally mixed and complex but of major concern is recognition in terms of respect, esteem and approval by others. In this regard, the principal should take center stage in appreciating TOEs through all possible means of motivation in order to give impetus to their self-esteem, failure of which will build up negative attitude which is full of resentment for both the supervisor and the practice of IIS, de-motivate them and in the long run result to inefficiency and ineffectiveness in teaching.

Concerning the motivation of teachers, Maranya (2001) carried out a study on the supervisory roles of secondary school heads in curriculum implementation in Machakos District. He established that principals used various techniques to motivate their staff in a bid to effectively implement the curriculum in their schools. Hence motivation is a very significant predictor of effective curriculum implementation. The study of Maranya (2001) focused on techniques

employed by principals to motivate staff and thus relates to this study on the person of the principal as one of the key supervisors.

Further, O'Neil (2016) identified leadership characteristics of an effective head teacher as follows; giving direction, offering inspiration to teachers and learners, building team work and being a role model. In addition, a head teacher's leadership according to Silins and Mulford (2002a) contributed to learning, influenced the way teachers organized their instructions and their interactions with students, allocation of resources to support teaching and learning, monitoring performance, empowering staff, improving academic standards and modeling desirable behavior.

Tylor (2013) also defines supervision as an act of helping teachers by providing professional guidance and techniques. Further, Musungu and Nasongo (2008) observed that internal and external supervision of teachers has a role in improving the quality of teaching. Therefore unwarranted absenteeism, negligence in lesson preparation and marking of books must be curbed. In addition, the supervisor should be a little more informed of modern methods and tune down their administrative roles of a helper. This emphasizes that the principal is a key player in IIS.

Worth noting also is that the specific aspects outlined by Musungu and Nasongo (2008) in this context are sign posts of a distraught attitude. Therefore, this study sought to find out how principals and HODs' role of internal instructional supervision impacts on teachers of English's attitude towards the supervision. This, according to Musungu and Nasongo (2008) implies that they should not detach themselves from the departmental activities but rather they

should remain informed about what they are doing, helping in planning what to do, and measuring what has been achieved.

Therefore, basing on all the above for goings it is true to say that the success of any school depends on the effectiveness of the principal in playing this role as an instruction leader, it is also true to say that the strong leaderships of a principal are the greatest predictor of teaching effectiveness. Core to this role is their ability to motivate their teachers by working on teachers' individual attitude in order for the teachers to bring out their very best without necessarily bossing, intimidating and domineering them. Thus, a study should set out to find out how the IIS variable, attitude of teachers of English, influences their teaching effectiveness in the subject. Further, the attitude and satisfaction of teachers towards instructional supervision depends largely on several factors such as harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers' needs as well as mutual trust, respect and collaboration among supervisor and supervisee as brought out in (Onen, 2016; Sergiovanni & Starrat, 2006 & Zepeda 2013).

In conclusion, the study by Odo and Udu (2016) revealed that most of the teachers in the study confirmed that supervision helped to improve their instructional process particularly teaching methods as opposed to the finding in the study by Glanz, Shulman and Sullivan (2007) who stated that teachers perceived supervision by principals as inspectional rather than a helping hand. This enforces the fact that there are groups of teachers who view IIS as positive and yet still others view it as negative. There is therefore need to find out the effect of TOEs attitude towards their teaching effectiveness.

2.7 Influence of Sensitization of Teachers of English towards Internal Instructional Supervision on Teaching Effectiveness

A teacher's role in Internal Instructional Supervision (IIS) on quality teaching and learning is invaluable. One's professional competence goes a long way in contributing to good performance. This is why governments invest heavily in training teachers. Wanzare and Ward (2010) point out that the Kenyan government, in an attempt to ensure quality teaching in schools, has invested substantial amounts of financial and human resources directed toward science training programs for teachers. However, there is need to equally invest in the languages and more so in English subject. This is because English is an official language and most official duties are transacted in English. If learners are well equipped in the subject the entire nation stands to benefit.

In addition, Rotumoi (2006) suggested that there was need for Kenya Institute of Education (KIE) currently known as Kenya Institute of Curriculum Development (K.I.C.D) and the Ministry of Education in Kenya to organize frequent seminars and workshops and in- service courses for teachers on a regular basis to enlighten, update and expose them to matters of IIS such as its frequency, type to be used and how they can have a positive attitude towards it. Equally, Ekundayo *et al*., (2013) and Orenaiya *et al*., (2014) advance that supervisors should create an environment for staff training, such as orientation and induction, facilitate teacher courses, seminars, workshops, conferences and clinics among others. This builds the capacity of the teacher and enables them perform their duty effectively. Further still, Kimutai and Kosgei (2012) recommend that principals should be proactive in organizing workshops for

teachers and facilitate teachers attending of training outside school. All these is on the basis that this betters their teaching effectiveness.

According to Mwaniki (2018) conferences and seminars involve organizing programs by instructional supervisors for teachers that center on talks about classroom instruction, papers on different topics. This makes teachers to discover new teaching skills and as a result they improve their teaching effectiveness. Similarly, Indoshi (1999) observed that in-service Education and Training (INSET) is important for the improvement of teachers' competence and that all teachers should be provided with opportunity to attend it. In this context INSET of teachers can simply be defined as continuing professional development of teachers. Equally, Kimosop (2015) recommends that there is need for in-service and refresher courses to equip teachers with knowledge and skills to adopt modern ways of teaching. Yet as brought out in Kipkurui (2012) QASOs reported that few seminars were conducted due to poor funding while Jeptarus (2014) established that principals rarely provide in- service yet when they are exposed to it their teaching effectiveness goes up. It is possible that these persons do not understand the significance of in-service and need to be further enlightened.

Okwach (2009) further clarifies that in relation to 1975 recommendations of International Conference on education by UNESCO recommendation number 19 states that continuing education should be an integral part of the teacher education process and should therefore be arranged on a regular basis for all categories of education personnel. Procedures should be as flexible as possible and adoptable to teacher individual needs and to the special features of each region, taking into account developments in different specialties and the extensions of knowledge. Thus this study set to find out whether Indoshi (1999) and Okwach (2009)

recommendations on the need for in-service for all subject teachers have been effected in the teaching of English as well as how this influences their teaching effectiveness.

There is need for Kakamega County to organize seminars and workshops on IIS so as to equip its stake holders in fundamental matters of IIS, particularly teachers, so that this practice bears fruit. It is not enough for its County Panel of Standards Assessment to point out that there exists a problem in matters of IIS at the secondary level. It has got to take the leading role and recommend for particular workable measures that will bring back the effectiveness of the practice. This cannot be any far from workshops and seminars that sensitize teachers towards IIS. By extension therefore, when internal instructional supervisors conduct IIS in English they will get to know the real need for such an in- service and take appropriate action such as advising the Ministry of Education on the need on the ground. Also by reason of this study, when they understand the influence of sensitization of teachers towards IIS on teaching effectiveness then thy will without any doubt make sensitization a priority. Then in a cyclic nature it will result to teachers' of English effectiveness in teaching and consequently it will lead to higher students' scores.

The importance of teacher competence is also brought out in Agwanda (2002). He conducts a study on pupils' achievement in KCPE in Kisumu town. His variables included teacher qualification, the head teachers' leadership qualities, expenditure on textbooks and the socio-economic background of the pupils that indicated direct correlation with pupil performance. The study at hand takes forth the investigation to the secondary school.

It is also clear that supervision is linked with a broader constellation of strategies for supporting the academic mission of the school (Wamboi, 2015). Identifying the appropriate

in- service courses could certainly fit into such a constellation. It is therefore essential that the principal is central in identifying this. Kotirde and Yunos (2015) identifies one of the roles of an instructional supervisor as applying the principles to the supervision from the beginning in order to ensure the aims of supervision are attained. These planning principles involve the articulation of objectives, selecting of best strategies, mapping up programs and procedures that would best help in achieving the stated objectives. In this perspective, internal instructional supervisors- particularly principals, because of the position they hold in schools- need to create IIS fora both within their school and outside the confines of their school to sensitize teachers of English on all that is entailed in IIS. This is one way to motivate TOE who follow school guidelines in an environment where their fellow TOE have an inner dislike for work as propagated by theory X.

Such fora should be used as an opportunity to equip teachers on key aspects of IIS. This could include an exposition on: the frequency of IIS in as far as classroom observation and checking of teachers' documents is concerned; type of supervision that is used; teacher attitude towards IIS and how best to polish this; in-service on matters of IIS and other current policy issues on IIS as are recommended by this study. All these instructional supervisory activities should be with a view to foster teacher motivation, inspiration and trust, thus improving teaching effectiveness as observed by Mohammed, Yusuf and Mohammed (2015). The outcome of this is that out rightly the teacher will be well equipped in matters of IIS which result to teaching effectiveness as observed by researchers.

The findings of Thembinkosi (2013), study's revealed that most teachers were aware of the basic aims of instruction. This is the reason why the same group of teachers are said to have appreciated the process if it was done in the right manner and with the objective of improving

the learning process and promotion of teacher growth. They generally perceived classroom observation in a positive manner and regarded it as a necessary activity in the learning process and even preferred having it once or twice per term.

Equally, Ekundayo *et al*., (2013), adds that supervisors should provide for mentoring of beginning teachers through facilitating a supportive induction into the profession and by doing so they improve the incompetent teacher (Olatoye, 2006; Chike-Okoli, 2006 & Ikegbusi, 2016). This is also echoed by Glanz (2007) in his paper entitled: a model of for evaluating South Africa's Education System Based on SACQMEC II Research Data. He states that according to the norms and standards set by the Department of Education a teacher is expected to receive 80 hours (ten eight-hour working days) of in- service training a year which would translate to 30 days in three years(SACMEQ II, 2005). However, Glanz (2007) when outlining the limitations in his own study states that one of the shortcomings in that paper was that the performance of teachers could not form part of the outputs, as teacher assessment was not available. This knowledge gap is filled by the current study establishing the influence of sensitization of teachers towards IIS, through in-service, on their teaching effectiveness

The idea about in-service is also upheld in another paper entitled: The process of supervision in Secondary School Educational System in Nigeria (SACMEQ II, 2005) which outlines that supervisors at every local, national and international level should take their responsibility seriously by engaging in educational activities that could enhance their skills, these include among others, strategic seminars and workshops. It is quite prudent for supervisors to be in-serviced since they directly influence teachers as they interact with them but there are far reaching results when teachers themselves are in- serviced since the impact of in-service

directly gets to the teacher without necessarily having to go through a second or even third party. This therefore calls for a study to determine how sensitization of TOE influences teaching effectiveness.

Mwanika (2018) investigates the Perceived Influence of Supervision of Instruction on Teachers' Classroom Performance in Ijebu- North education zone of Ogun State. Her findings revealed that interaction between teachers and instructional supervision as well as conferences and seminars organized by instructional supervisors influence to a great extent teachers' classroom performance. Hence, that study recommended that adequate funding of conferences and seminars should be provided by the state Ministry of Education. This is not as easy as it is stated since Jeptanus (2014) found, that principals have refrained from visiting classrooms for lesson observation and rarely provide for in-service training for teachers. In the same breath Assefa (2016) found that supervisors are not putting the necessary effort in providing in-service training to enhance teaching effectiveness while Kipkurui (2012) established that one of the challenges in instructional supervision was that fewer seminars and workshops were conducted because of poor funding and this led to poor results in KCSE examination. There is therefore a problem that needs further investigation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study design used was a combination of *ex- post facto,* correlation and descriptive survey design. The descriptive survey design involves collecting data by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). This encompassed both quantitative and qualitative methods of data collection and analysis. The questionnaire, interview schedule and document analysis guide were primarily used to get responses from the participants. The descriptive survey design involves data collection in order to answer questions concerning the current status of the study. This design was chosen for this study for its appropriateness in educational fact finding which yields accurate information (Mugenda & Mugenda, 2007). In this study the dependent variable was teaching effectiveness while the independent variable was internal Instructional Supervision (IIS).

The researcher aimed for accurate information and characteristics that are observable in the influence of IIS towards teaching effectiveness. It also measures associations or relations between things and the ensuing data could be used to provide a causal explanation to phenomena (Polland, 2005) in this case the influence of IIS on teachers' effectiveness in teaching English. On the other hand, although descriptive surveys have the limitation of being rigid and wrong information may be collected, a variety of methods which included questionnaires, interview guides and document analysis were used to source the required information. Any discrepancies were therefore easily detected.

Equally, specific aspects were correlated. For instance, the frequency of conducting IIS and teachers' attitude towards IIS were correlated with their teaching effectiveness to establish whether there was any relationship that existed between the two and regression analysis were run for frequency of IIS, type of IIS, teachers' attitude towards IIS and sensitization of TOEs towards IIS. Finally *ex-post-facto* design was used as KCSE examination results of English for the year 2013 was analyzed in order to establish how it related to the various variables of IIS.

3.2 Study Area

The study was carried out in Kakamega County of Kenya whose capital town is Kakamega. It lies between Longitude 30 32" and 34 30" West of the prime meridian and Latitude 0" 07" and 0" 15 North of the meridian. It has a population of 38,610,097(courtesy, 2009 census). It has an area of 3,050.3 km² with an arable area of 2,208.8 km², 842.6 km² non-arable land, 0.0 km² of water mass and an urban area of 255 km² (courtesy, Kenya National Bureau of Statistics). Topographically, its highest point in meters a.s.l is 1,250 while its lowest point is 1,800 meters a.s.l. Its latitude in degrees N/S is 0.00-1.00N and longitudes degrees E/W is 34.00E- 35.00E (courtesy Metrological department, Kakamega County). Administratively, this area is divided into Kakamega Central, Kakamega East, Kakamega North, Kakamega South, Mumias, Bunyala, Khwisero, Matungu, Navakholo, Matete, Lugari and Butere. Its County Assembly Wards include, Lurambi, Ikolomani, Malava, Shinyalu, Navakholo, Mumias East, Mumias West, Makunga, Butere, Khwisero, Lugari and Likuyani. It is boarded to the north by Bungoma County, to the south by Vihiga County, to the east by Nandi County and to the west by Busia County. A map showing the location of the County is attached as appendix J. It had in total 247 schools as per the time of this study. These schools are at

various levels, these include: National (2), Extra County (12), County (16), Sub County (217) and Private (8) which are all in different categories of Boys Boarding, Girls Boarding, Girls Boarding and Day, Mixed Boarding and Day and Mixed Day.

This County was chosen since it is the second most densely populated County in Kenya after Nairobi. Hence, when the quality of education goes up in it then the country at large stands to benefit greatly economically. It was also chosen because unlike Nairobi County which is purely urban it has both an urban and a rural setting and thus it would reflect perspectives of respondents from both divides on the study's variables. Equally, inspection reports by the Provincial Panel of Standards Assessment former, Western Province (2010 and 2011) indicated that the performance in the County is low as quality grades are missing. The weakness that the team pointed out directly touched on issues of IIS and monitoring of the curriculum implementation in most schools. Most significant to this study is that no similar study has been carried out in the region to the best of the researcher's knowledge.

3.3. Study Population

The study population consisted of 494 teachers of English, 13 Quality Assurance and Standards Officers, 247 principals and 247 HODs.

3.4. Sample and Sampling Techniques

According to Gay, Mills and Airasian (2009), sample size is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility for the research work. On this basis therefore, first, purposive sampling was used in making the decision to carry out the study in Kakamega County. The reason being that this County is the second largest in the country in both population and number of schools and was representative of both urban and

rural set ups; therefore the observations made and recommendations arrived at would to a great extent affect a large percentage of the country.

Second, since Gay, *et al*., (2009) consider a minimum sample size of 30% appropriate for social science research therefore a total of 74 schools (30% of 247) was picked. Then, based on both stratified proportionate sampling and simple random sampling, a sample that comprised of 1(1.3%) National schools, 4 (5.4%) Extra County schools, 5 (6.8%) County schools, 61(82.4%) Sub- County schools and 3(4.1%) Private schools was arrived at. In each strata, the required proportionate number of schools were selected by use of simple random method where all the schools in each strata were written on pieces of papers, the papers were folded and mixed thoroughly in a basket and a piece of paper removed without replacement and each time the papers were mixed again. This was repeated until the required number of schools in each stratum was attained. Although the process of random selection is often tedious, Kerlinger (2007) observes that one of the ways of controlling extraneous variance is through randomization.

Thirdly, to determine sample size for teachers Krejcie and Morgan (1970) sample size estimation table was used (see table attached as Appendix I). The sample of both the head teachers and HODs automatically fell in place based on the 30% criteria of school selection. Therefore their sample sizes were as follows: 215 TOEs, 74 HODs and 74 principals. To get sample size for QUASO, saturated sampling was used and this was all the 13 QUASOs. All these was in line with Patton (2002) who states that the sample size depends on what one wants to know, the purpose of the inquiry of what is at stake, what will be useful, what will have credibility and what can be done with available time and resource. In this study the sample study was informed by this argument and also took into cognizance the requirements

for tests of significance and desired levels of accuracy. Patton (2002: 246) asserts that in the end, the sample size, like all aspects of research, is subject to peer review, consensual validation, and judgment. What is crucial is that:

> … the sampling procedure and decisions be fully described, explained and justified so that the information users and peer reviewers have the appropriate content for judging the sample.

The study thus used purposive sampling in the selection of TOE, QASO, HOD and principals. The form four teachers of English were chosen as they represented the supervisee for whom the supervision process is undertaken and were as a matter of fact, the key respondents in this study and their responses was matched with that of the principals and HODs for purposes of triangulation of respondents. The Quality Assurance and Standards Officers were purposively included since they were directly involved as they are the immediate officers charged with overseeing quality matters of secondary schools in the County and as a result they would inform the study about IIS matters on frequency of supervision, type of supervision to be used, documents to be checked during observation of teachers and programs on sensitization of teachers of English about IIS. On the other hand, principals and HODs were chosen owing to their role as supervisors in IIS.

Purposive sampling is also justified for the study basing on the argument by scholars (Kombo &Tromp, 2006) that it is useful when the sample has information rich cases for in-depth analysis related to the issues being discussed. In addition, Mugenda (2008) propounds that it involves selecting respondents that are informative and possess the required characteristics. Hence, all these sets of respondents possess information on IIS that the researcher sought out for. Finally, this technique is characterized by use of judgment and deliberate effort to obtain

representative samples by including presumably typical areas or groups in the sample (Kerlinger, 2004).

The required sample was summarized as below;

Table 2: Sample Frame of the Study

Category	Population	Sample size	% of Sample Population	Sample Method
Teachers	494	215	43.52	Purposive random sampling
QUASOs	13	13	100	Saturated sampling
HODs	247	74	30	Purposive random sampling
Principals	247	74	30	Purposive random sampling

3.5 Data Collection Instruments

Triangulation of data sources was employed in the study. This assisted in comparing and cross checking the consistency of information obtained (Patton, 2002). The instruments that were used in data collection were questionnaire, interview schedule and document analysis guide. Each of these three sets of instruments was developed by the researcher. Their content comprised of aspects of IIS underlying the frequency of conducting it, the type of IIS used, TOE's attitude towards IIS and sensitization of TOE towards IIS.

3.5.1 Questionnaire

Three sets of questionnaires were used, namely: principal's questionnaire, head of language and library services questionnaire and teachers' of English questionnaire. A questionnaire was administered to the sampled schools. A questionnaire is a research instrument that gathers information or data about the population. The self-administered questionnaires were

completed by respondents themselves after being delivered by the researcher. A questionnaire was most preferred since it allowed the researcher to collect information from a large number of target group spread within a large geographical area in a short time (Kombo & Tromp, 2006). It is also confidential, easy to handle and has no bias.

Although there is no standard acceptable response rate, Reilly and Wrensen (2007) urge researchers to attempt to obtain response rates of over 50%. However, it should be noted that, the higher the response rates the more valid is the data. This is based on the argument that sufficient response rates are important as a survey that collects very little data may not contain substantial information. In this view therefore, the questionnaire return rate was 99% and the physical presence of the researcher on the ground ensured that each questionnaire was fully filled.

3.5.1.1 Principals' Questionnaire (PQ)

All the principals of the sampled schools responded to a questionnaire. This questionnaire had five sections. Section A of the questionnaire comprised of items on general information that sought to find out the bio data of the principal, the name of the school and the category of the school. Section B consisted of both open ended and closed ended items that sought information on the frequency of IIS. This was measured in terms of a duration of weekly, monthly, termly, annually and none.

Section C also comprised of both open ended and closed ended items that sought information on the type of supervision used. This section had a series of 15 closed ended items. Items 1-5 garnered information on non-directive type of supervision, 6-10 garnered information on collaborative type of supervision while 11-15 garnered information on directive informational

type of supervision. All the 15 items were stated in a positive manner. There were two open ended items. The first required the respondents to state their preferred type of supervision while the second was a follow up of the first and it required the respondents to give their reasons for this preference. Section D items were also both open ended and closed ended. There were seven closed ended items stated in the negative form on a five- point- *Likert* scale of strongly agree, agree, unsure, disagree and strongly disagree. They were all intended to elicit information on teachers of English's attitude towards IIS.

The last section of this questionnaire had two sets of items. The first had a series of nine closed ended statements which were all stated in the positive form on a five- point Likert scale of very great extent, great extent, not sure, small extent and very small extent. These sought information on the extent to which the teachers had been sensitized on various aspects of IIS. The second item in this section comprised of a general open ended question on what recommendations the principal would give on how IIS could be improved upon so that it would have a significant impact on teaching effectiveness in English. The PQ is attached as Appendix A.

3.5.1.2 Head of Department Questionnaire

HODs also responded to a questionnaire. This was intended to gather information on their views on the influence of IIS on teaching effectiveness in English. This was necessitated by their role as the immediate supervisors of TOE. The composition of this questionnaire in its entirety was similar to the principals, it had five sections. Section A, sought demographic data on their gender, highest level of training, work experience, number of years as HOD as well as their number of years at the current station. All the other sections had both open ended and

closed ended items. Section B required them to give a report on the frequency of IIS. Section C sought information on the type of supervision that they employed when supervising these teachers. Section D and E were similar to the principals in terms of structuring and composition. It is attached as Appendix B.

3.5.1.3 Questionnaire for Teachers of English

Teachers of English were the key target respondents and their responses were captured through a questionnaire. Their questionnaire just like the previous two sets of respondents had five sections. Section A elicited personal data on the name of the school, category of school, the teacher's gender, their highest level of education and training, the number of years they had taught since they had completed college, the number of years they had taught in that particular school, number of years they had taught an examination class and finally and most important their personal mean score of their form four stream in the KCSE results of 2013. The other sections had both open ended and closed ended sections. Section B garnered information on the frequency of their supervisors conducting IIS. This ranged from a frequency of weekly, monthly, termly, annually and never. Section C had items on the type of supervision that their supervisors used during classroom observation. This section had a series of 15 closed ended items. Items 1-5 garnered information on non-directive type of supervision, 6-10 garnered information on collaborative type of supervision while 11-15 garnered information on directive informational type of supervision.

There were two open ended items. The first required the respondents to state their preferred type of supervision while the second was a follow up of the first and it required the respondents to give their reasons for this preference. Section D and E had items presented on

a five- point *Likert* scale that required information on their attitude towards IIS and extent of sensitization about IIS respectively. Their questionnaire ended with an open ended item on what recommendations they would give on how IIS could be improved upon so that it would have a significant impact on their teaching effectiveness. These open responses allowed them to express themselves freely and in the process, also provide any extra information that might not have been captured by the instrument. It is attached as Appendix C.

3.5.2 Interview Guide

An interview guide was another instrument used to gather information that was easier to capture and clarify information through interview sessions. An interview guide involves presentation of oral verbal stimuli and reply in terms of oral- verbal responses (Kothari, 2010). It is a set of questions that the interviewer asks when interviewing. It makes it possible to acquire data required to meet specific objectives of the study. Interview guides are also used to standardize the interview situations so that the interviewer can ask the same questions in a different manner. It also allows the researcher to collect information that cannot be directly observed or is difficult to put down in writing such as historical information. The researcher also gains control over the line of questioning, the reliability of the information gathered is high, systematic, time saving and comprehensive. It involved meetings between the researcher and the respondents in this case: Quality Assurance and Standards Officers and principals. The researcher prepared a list of main questions (Appendix D and E) hence, a formal structured type as the agenda of the research was predetermined to elicit specific information and in order to save time for the interview.

The questions in the interview guide were open ended. The researcher administered the interview guide personally and engaged the participants in a discussion generally about the influence of IIS on teaching effectiveness in English. It is important to note that most of the respondents were very cooperative because they provided information spontaneously with little probing and equally, the interview gave the researcher a chance to probe deeper into issues, based on the respondent's response. They were willing to provide information that went beyond the scope of the study. The interviews were used to counter check the information derived from the questionnaire as well as to confirm the report derived from Document Analysis Guide (DAG).

3.5.2.1 Quality Assurance and Standards Officers' Interview Guide

The Quality Assurance and Standards Officer interview guide solicited information on influence of IIS on teaching effectiveness in general. It was mainly intended to establish policy matters on the frequency of supervision which state that classroom observation should be checked once per term whereas documents should be checked after two weeks, documents that internal instructional supervisors need to check, the methodology to be used during classroom observation and the fora available for sensitizing teachers of English about IIS. Then, it was used to find out what could be done to ensure that IIS influenced teachers of English positively. This then helped to make a comparison between official policies and actual practice at the schools. It is attached as Appendix D

3.5.2.2 Principal Interview Schedule (PIS)

The Principal Interview Schedule (PIS) gave insight into the principals' take on the status of IIS in their schools. It consisted of five open- ended items. This was intended to find out their

role as well as the role of HOD language in IIS. It mainly solicited their honest opinion on how they would describe TOE's attitude towards IIS and their reasons for considering it as so. It is attached as Appendix E

3.5.3 Document Analysis Guide (DAG)

The other instrument used in data collection was the documentary survey guide for collecting secondary data. Documentation is an important source of data in many areas of investigation DAG is used when information is obtained through critical examination of public or private recorded information related to issues under investigation. It is used to obtain unobtrusive information at the pleasure of researcher without interrupting the researched. It enabled the researcher to obtain the language and words of the informants, access data at her own convenient time, obtain data that is thoughtful in that the informants have given attention to compiling them which saved time and expense in transcribing. Most importantly this tool was used to confirm individual KCSE mean scores of each teacher for the year 2013.

The DAG focused on the analysis of documents that were relevant for this study with a view of obtaining information on the influence of IIS on teaching effectiveness in English. These included:

1.) Records showing the school's internal instructional supervision visits from 2009-2013 from the principal's office- The availability of this document was a confirmation that the particular school conducted classroom observation of teachers. These were then scrutinized in order to verify the frequency of conducting IIS.

2.) Analysis of performance in English in Kakamega County secondary schools for the year 2013 from the County Director's office – this document was used to verify individual TOE mean grades for the year 2013.

3.) National performance in English at KCSE level for the last five years. From Ministry of Education or Kenya National Examination Council- this document was used to garner individual schools 2013 KCSE examination mean scores in order to calculate the County overall performance for the duration under investigation.

The DAG is attached as Appendix F.

3.6 Reliability of Research Instruments

In quantitative research, reliability is a synonym for consistency and replicability over time, over instruments and over groups of respondents (Cohen, Manion & Morrison 2000). In simple terms, it is a measure of the degree to which a research instrument yields consistent results of data after repeated trials (Mugenda & Mugenda, 2008). Any random influence that tends to make the measurement different from occasion to occasion is a source of error unless the differences are such that they maximize systematic variance. Reliability is concerned with precision and accuracy. For research to be reliable it must demonstrate that if it were carried out on a similar group of respondents in a similar context (however defined), then similar results would be found.

Internal consistency and reliability of the data instruments was established after all items were constructed. This was done by carrying out a pilot testing of the instruments, especially the questionnaire which should elicit the same response from each respondent every time it is administered. Orodho (2003) recommends a pilot study because it is through this that a

researcher is able to identify the effectiveness and the weakness of the research tools used in the main study. Research tools can be defective by having poorly designed and ambiguous items or wrong vocabulary. The researcher administered the instruments to a sample of 10% of the respective respondents in Kakamega County as shown in Table 3

Table 3: Respondents Samples derived from Population for Piloting

Respondents	Population	Sample	%
Teachers	494	50	10
HODs	247	24	10
Principals	247	24	10

Those who participated in piloting did not participate in the main study. This enabled the researcher to avoid response distortion of data and subjectivity of respondents. The observations and problems encountered were used in making important adjustments such as changing of statements that were ambiguous and would in turn distort the intended information as well as eliminate all deficiencies and inconsistencies that were noted.

The test retest method was used to establish reliability of instruments. The questions were administered twice within an interval of two weeks in order to avoid the effects of maturation and recall of responses made during the test period. A Karl Pearson' product moment coefficient of correlation r was calculated from the results using the relation $r = \frac{n\sum xy \ -\sum x\sum y}{2a}$

Where n is the number of respondents

X is the total respondents score for all the items during the test administration of the instrument

Y is the total respondent score during the retest administration of the instruments

A positive correlation (*r*) of 0.5 and above is a strong one and the instruments are deemed to be reliable.

50 questionnaires were administered to TOE who were selected from schools in the County that were not sampled for the main study and then after a period of two weeks the same questionnaire was administered to these teachers; the questionnaire items were coded and entered into SPSS for analysis. The responses were captured as numeric measures and care was taken to ensure that all items were carefully coded especially the open ended items to ensure the meaning and spirit of the responses is maintained during the two administrations, coding and analysis. The item score in each case were aggregated to get a total score of all items in the questionnaire. These were recorded as x for the test administration and y for the retest administration. The two variables x and y were analyzed for the degree of correlation. The degree of correlation was very high $r = .878$ which is significant at the 99.9% level of confidence. This implies that every time the questionnaire is administered to the same respondents the chance that it will be exactly the same is .878 at the 99.99 confidence level.

Twenty four heads of department were selected for the pilot study from schools not participating in the main study. The correlation analysis shows a very strong correlation of .846. This shows the questionnaire yields results that are reliable at the 99.9% confidence level with a correlation coefficient of .846.

Again, twenty four principals were selected for the pilot. The *r* value was .756, which indicated very high correlation that was found significant at the 5% level. This implies that

every time this item was administered there was an insignificant level of instability (.144) level of instability and the rest (.756) significant.

3.7 Validity of Research Instruments

Validity has been defined as the degree to which a test measures what it purports to measure (Joppe, 2000 & Kombo &Tromp, 2006). The following specific explanation of what validity is in quantitative research is given; Validity determines whether the research truly measures that which it is intended to measure or how truthful the research results are. In other words, do the research instruments allow you to hit 'the bull's eye' of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others (Joppe, 2000).

Face validity was established by supervisors who assessed the items in the instruments and ensured that they appeared relevant, meaningful and appropriate to the respondents (Cohen *et al*., 2000). Content validity was also undertaken to ascertain whether the content of the questionnaires was appropriate. This was done by consultation and discussion with specialists in language pedagogy from the department of Educational Communication, Technology and Curriculum Studies, Maseno University for expert judgment and advice. They critically and carefully examined the items on the instrument and ascertained that the instruments contained adequate traits expected to measure the domain under study which in this case was IIS. The suggestions made by these experts were used to revise the instruments before venturing into the actual study.

Content validity measures the degree to which the test items represent the domain or universe of the trait being measured. In order to establish the content validity of a measuring

instrument, the researcher must identify the overall content to be represented. Items must then be chosen randomly from this content that will accurately represent the information in all areas. By using this method the researcher should obtain a group of items which is representative of the content of the trait or property to be measured. Identifying the universe of content is not an easy task. It is therefore, usually suggested that a panel of experts in the field to be studied be used to identify a content area. In studying the influence of IIS on quality of teaching effectiveness in English, care was employed to obtain data from people involved directly and also in checking and testing the instruments. The questionnaire items were formulated according to the study objectives which were in turn developed to ensure that the sub variables that lead to synthesis of the main variables were adequately covered. This essentially informed the extent to which the items capture the heart of the study content.

3.8 Data Collection Procedures

A letter authorizing implementation of the study was obtained from the School of Graduate Studies at Maseno University. Then the researcher obtained a research permit from the National Council for Science and Technology. The intent to collect data letter was forwarded to the County Director of Education (CDE), Kakamega County, and the District Education Officer, Kakamega County.

First visitation to the sampled schools was made to familiarize and brief authorities in the institutions about the intended study. The interview sessions with the principals were contacted by the researcher. Prior to the study, the principals were contacted and the appointments booked for interviews. Second visitation was made to collect data using questionnaires, interview guides and document analysis.

During this visit questionnaires were distributed and collected as soon as they were completed to curb non-response.

3.9 Ethical Considerations

An important aspect of research is the respect and consideration shown to the participants. Certain ethical challenges were associated with respondents involved in the present study. They included access and acceptance, informed consent, privacy (anonymity and confidentiality) and misrepresentation of data or deception (Cohen *et al*., 2000).

Access and acceptance in this study were attained by having the researcher get permission through the university administration from the Ministry of Education, securing a research permit from the Ministry of Science and Technology and thereby seeking permission from principals whose schools had been selected for the study. Based on the principle of respect of persons, informed consent was ascertained by informing the participants of the nature and purpose of the study and assuring them that there were no risks involved in the study and any inconvenience would be kept to a bare minimum. On privacy (anonymity and confidentiality) participants were assured that the information provided would not be traced back to them under any circumstances since the interview guides and questionnaire would not bare their names and results would be reported as a group. It would be strictly confidential and purely for academic use. In this respect therefore, the researcher prepared questionnaires with introductory information on confidentiality of information. Also the researcher did not lie or record any information using a hidden device and there was no fabrication or distortion of data.

It was also essential that all individuals in the current study were treated alike keeping in mind the rules of distributive justice. It was made clear to the study respondents that they would not be provided with material benefits because of their participation in the study.

3.10 Data Analysis

In this study both descriptive and inferential data were used in analysis. The techniques adopted in data analysis here depended on whether the data was quantitative or qualitative. Data collected using questionnaires was presented quantitatively. It was then organized according to the research objectives. The items were scored and the subject total score on each scale of questionnaire computed by generating descriptive statistics using Statistical Package for Social Scientists (SPSS) from which deductions were made on the general trends of data obtained. Such was analyzed using descriptive statistics such as frequency counts, means and percentages, correlation and regression. Qualitative data, on the other hand, was transcribed in themes (Gibson, 2006 & Gibbs & Lewins, 2006) put into various categories and reported in an ongoing process as themes and sub themes emerged.

The first variable was the frequency of IIS. This was measured on a five point- *Likert* scale of weekly, monthly, termly, annually and never, then by use of linear regression its influence on teaching effectiveness was determined. Thereafter, its influence on teaching effectiveness was established by use of correlation and regression analysis. The second variable was type of IIS. This was measured by outlining five specific attributes for each of the three types of supervision: non -directive, collaborative and directive informational against a five point *Likert* scale of very large extent, large extent, not sure, small extent and very small extent. The third variable was attitude of teachers towards IIS which was again measured on a five

point- *Likert* scale of strongly agree, agree, unsure, disagree and strongly disagree. Its influence on teaching effectiveness was established using correlation and regression analysis. The last variable was sensitization of teachers towards IIS. This was also measured on a five-point *Likert* scale of very large extent, large extent, not sure, small extent and very small extent. Its influence on teaching effectiveness was established by use regression analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The main focus of this chapter is the presentation, analysis and interpretation of the results of the research findings. Data analysis has been facilitated by the use of SPSS (Statistical Package for Social Scientist) Computer package version 21. Descriptive statistics such as frequency distribution, percentages and means are calculated and data presented in form of tables. Statistical inferential analysis including correlation and linear regression have been carried out to establish the relationship and the level of significance between various variables.

Data obtained was analyzed to investigate the influence of Internal Instructional Supervision (IIS) on teaching effectiveness in English. The broad objective of the study was to establish the influence of IIS on teaching effectiveness in English. The study's data analysis proceeds by presenting, interpreting and discussing data along the study's specific research objectives.

4.2. Influence of Frequency of Internal Instructional Supervision on Teaching Effectiveness

The first objective was set to determine the influence of the frequency of conducting IIS on teaching effectiveness in English

4.2.1 Frequency of Conducting IIS

Frequency of conducting IIS was measured using a 5-point *Likert* scale of weekly, monthly, termly, annually and never. Any mean score that fell between 0-2.49 implied a rare check,

2.5- 3.49 mean scores implied the variable had a fair check, that between 3.5-4.49 indicated there was frequent check while any mean score that fell between 4.5- 5.00 indicated that area of IIS was checked always. This result is presented in table 4

Table 4: Report of TOEs on Frequency of Conducting Internal Instructional Supervision

Area of Check	*N*	Weekly (5)		Monthly (4)		Termly (3)		Annually (2)		Never (1)		Mean
		f	%	*f*	%	*f*	%	*f*	%	*f*	%	
1. Classroom observations	**215**	-	-	-	-	23	10.7	76	35.5	116	53.8	**1.57**
2. Documents used												
Schemes of work	**215**	34	15.8	50	23.2	122	56.7	-	-	9	4.3	**3.47**
Lesson plan	**215**	113	52.5	41	19.1	19	8.8	1	0.5	4	19.1	**3.86**
Records of work covered	**215**	127	59	58	27	29	13.5	-	-	1	0.5	**4.44**
Attendance to lessons	**215**	186	87	14	6	13	6.1	-	-	2	0.9	**4.78**
Perusal of academic reports	**215**	9	4.2	57	26.5	117	54.4	17	7.9	15	7	**3.19**
Average Mean												**3.95**
3. Students' notes	**215**	75	34.9	84	39.1	34	15.8	6	2.8	16	7.4	**3.91**
Overall mean Score												**3.88**

Key; N=number

Table 4 shows the results of the first item on the report of TOEs on how frequently they are physically observed teaching in class, the frequency of checking of professional documents and students notes. Concerning the observation of TOEs while teaching, results revealed that none of the teachers were observed weekly nor monthly. Only, 23 (10.7%) of them had been observed termly, 76(35.5%) of them had been observed annually while the majority of them

116 (53.8%) had never been observed in class while teaching. This gave rise to a very low mean score of 1.57. This implies that teachers of English are rarely observed in class while teaching.

The principals and HODs confirm this since 38(51.3%) and 41(56.4%) of them respectively reported that teachers were never observed while teaching. This result is similar to the study by Thembinkosi (2013) and Chenge and Syomwene (2016) in which teachers disagreed that classroom observation of teachers was not frequent and yet the teachers in the study by Thembinkosi (2013) preferred having supervision of instruction at least once or twice per term.

The second item on frequency was set to find out the frequency of principals and deputy principals or HODs checking professional documents. The first item on this list was teachers' schemes of work. Results indicate that generally different schools check schemes of work within different durations. More specifically, the majority of the respondents that is 122 (56.7%) TOE reported that schemes of work are checked on a termly basis that is there is fair check of schemes of work. These were then followed in number by those who pointed out that it is checked monthly 50(23.2%) and this equaled to frequent check and very few respondents reported that it was checked weekly and as such schemes of work are not always checked. Finally, 9(7.9%) respondents reported that their schemes of work were never checked implying a no check of this professional document while none reported that it was checked annually. Principals and HODs confirmed the teachers response when 55 (74.3%) and 42 (56.8%) respectively pointed out that this document was checked on a termly basis. The teachers' result gave rise to a mean score of 3.47 which was an improvement of the preceding item. This implies that schemes of work are fairly checked. This result is similar to

that of a study conducted by Kariuki (2013) and Kipkurui (2012) in which the head teachers reported that they do not regularly check teachers' schemes of work covered but that they checked them occasionally implying that they do not also have good check. The teachers result are similar to Kimutai and Kosgei (2012) which found that 50 % of head teachers checked schemes of work.

The second item under professional documents was the lesson plan. Results on supervisors' frequency of checking it reveals that 113(52.5%) respondents reported that it was checked on a weekly basis which corresponds to being checked always. Another 41(19.1%) teachers reported that it was not checked at all thus a no check frequency and an equal number reported that it was fairly checked. Finally, 19 (8.8%) TOE indicated that it was checked termly which amounted to frequent check. This result tallied with that of 39 (52.7%) HODs who reported that it was checked on a weekly basis unlike only 27 (36.2%) principals who assigned it the same frequency. The teachers' result culminated to a mean of 3.86. This implies that according to these respondents the lesson plan is checked frequently. This result contradicts with the findings of Kariuki (2013) in which forty percent of head teachers indicated that they never checked this professional document.

The third professional document whose frequency had to be ascertained was the records of work covered. Results indicate that over 50% of the respondents, that is 127(59%) TOEs reported that it was checked weekly implying that it was always checked. Then, 58(27%) TOE reported that it was checked monthly hence according to this number of teachers this document was frequently checked. Results also indicate that the records of work of 29(13.5%) TOE were checked termly which implies that there were fairly checked. Finally, only 1(0.5%) TOE's records of work was not checked and none of the TOEs records of work was checked

annually. This was in tentum with the results of principals and HODs in which 40 (54.1%) and 50(67.6%) of them respectively assigned its frequency to weekly. The teachers' overall mean score surmounted to 4.44 which is frequent check of records of work covered, although it does not hit the 5.0 mean score target. This results are in tandem with those of Atieno (2015) Kimutai and Kosgei (2012) who reported that records were always checked by principals.

The fourth professional document whose frequency of checking needed to be established was teachers' attendance to lessons. Results reveal that a majority of respondents 186 (87%) indicated that this checking was done on a weekly basis which implies that it was always checked while few assigned it to monthly and term wise that is 14 (6%) and 13(6.1%) respectively. No respondent reported that it was checked on a yearly basis while only 2(0.9%) of them indicated that it is not checked at all. Overwhelmingly also, 69(93.2%) principals and 67(83.7%) HODs agreed with teachers that it was checked on a weekly basis. This item yielded the highest mean score of 4.78, an indication that teachers' attendance to lessons was always checked.

Lastly, there was an item that sought to find out the frequency of principals, deputy principals and HODs checking through academic exam reports. Results reveal that 117(54.4%) TOE indicated that it was checked termly. This corresponds to being fairly checked. Another, 57(26.5%) assigned it to monthly which is a frequent check. Only 17(7.9%) assigned it to annually which corresponds to rare check while fewer numbers of TOE 15 (7%) indicated that this document was never checked and the fewest of them 9(4.2%) pointed out that it was checked weekly. This result was confirmed by that of principals and HODs. This culminated to a mean score of 3.19 implying that academic exam reports have fair check. Of all the professional documents, it was the least checked, no wonder performance of English is low.

The last part of this result conveys the response on frequency of principals, deputy principals and HODs checking students' notes. These results reveals that 84(39.1%) TOEs reported that these were checked monthly, that is, they were fairly checked. Then, 75(34.9%) TOE assigned them to weekly which corresponded to being checked always. For 34(15.8%) TOEs these were checked termly while for 16(7.4%) of them student notes were never checked and for only 6(2.8%) TOEs it was checked annually which translates to a rare check. These gave rise to a mean score of 3.91 for teachers, which implies the students' notes were frequently checked. Principals and HODs confirmed this result when an equal number of both groups of respondents 35(47.3%) assigned this checking to monthly. These results tally with those of Kariuki (2013) which showed that head teachers were not consistent in checking student notes. They contradict with Kimutai and Kosgei (2012) in which principals rarely checked students' books.

There was a general item that garnered information on a list of areas respondents checked during classroom observation of teachers. Table 5 bares these results

Table 5 Report of Principals, HODs and TOEs on Areas Checked during Classroom Observation of Teachers

Area of Check	*N*	Principal		HOD		TOE		T. AVERAGE	%
		f	%	*f*	%	*f*	%		
Lesson Presentation	215	69	93.2	71	96	193	89.8		**93**
Schemes of work	215	69	93.2	70	94.6	194	90.3		**92.7**
Teaching Method	215	69	93.2	71	95.9	186	86.5		**91.9**
Students Participation	215	69	93.2	69	93.2	191	88.8		**91.7**
Teacher Preparedness	215	68	91.9	65	87.8	172	80		**86.6**
Teaching and Testing	215	58	78.4	52	70.3	150	69.8		**78.8**
Lesson Plan	215	54	73	57	77	167	77.7		**75.9**
Total Average %									**87.2**

90% and above= always checked;70%-89%= frequently checked;50-69%= often checked, 40-49%= rarely checked and 20-39 not checked

Table 5 shows principals, HODs and TOEs' result on the aspects to be checked during classroom observation. Generally, most aspects are checked broadly. Specific results indicate that lesson presentation, schemes of work, teaching method, students' participation are always checked. Then teacher preparedness, teaching and testing policy and lesson plan are frequently checked. Overall, all these components of a classroom observation are frequently checked. These results are in tandem with Ogusanju (2006) and Osika (2002)'s findings that suggested that principals should focus on lesson presentation, teacher's knowledge on the subject and students participation. This should of course be with a view of bringing out the best out of the teaching and learning process. They differ with those of Kariuki (2013) that

disclosed that most of the documents in IIS are not always checked. Further on, these results imply that supervisors are greatly concerned with lesson presentation, schemes of work, teaching method and students' participation. All these are aspects that touch on the teacher's competence. It is also clear from these results that frequency of checking lesson plan is lower than other professional documents as was the case in Chenge and Syomwene (2016) study.

Results of frequency of IIS were better confirmed during the interview schedules with principals. Principals were asked to explain what role they played in instructional supervision, how they conducted supervision in terms of frequency and duration as well as how this was done at class level. The following are samples of their responses.

One principal brought to the fore the fact that they have delegated checking of professional records to their deputies and HOD languages as in the following response:

> Generally, I oversee the supervision. I have delegated to the deputy principal as well HOD languages. We observe teachers once per term. This is by checking both teachers and students books and schemes of work

Another principal affirmed that they are hands on in supervision and they go an extra mile to hold post conference with the teachers observed as follows:

> I do this by checking professional records and at certain times the students work. Then I share with teachers the strengths and weaknesses. This is done regularly at the mid and end of term. This gives ample time to the teachers so that they do something that warrants supervision. At class level, I observe teachers as they teach, checking the records of work covered against the students' work.

There were schools that conduct classroom observation twice a year as was brought out by the following oral response:

> I mainly involve myself in financial and consultative matters. As far as frequency of classroom observation is concerned, we conduct it twice a year within first and second term. There is a schedule of observation drawn in which members of one department

> are observed by fellow colleagues from a different departments and then reports are handed over to my office for discussion during a special meeting that I call for. Then all the reports are filed and kept at my office.

Another principal reported that classroom observation was conducted term wise while professional records were checked weekly as follows:

> I do policy guidelines, physical supervision in class and checking of records. Teachers are observed once per term and records of work books are checked after two weeks, at classroom level I personally monitor teachers' professional ethics and if there is need I call them to my office for a discussion.

There were principals who conducted impromptu classroom visits and spot checks as was brought out by the following response:

> Checking of professional documents and authorizing them. In terms of frequency and duration of supervision, I do this daily through impromptu class visits and notification. At classroom level I observe teaching and learning and I also check students' books.

It was also evident that there were schools that did not observe their teachers in class teaching as reported by the following principal:

> I do check professional records, lesson attendance and making sure that the language policy is adhered to. In terms of frequency I check the records weekly. As for classroom observation of teachers we do not have that program. At classroom level I check students' notes and schemes of work

Equally, Quality Assurance and Standards Officers (QASOs) were interviewed. They responded on the question of whether they had a forum of meeting principals and their deputies, the frequency at which principals were expected to conduct IIS and what documents were to be checked and the duration of checking the document. The following is a sample session with one of them.

> Yes, we meet principals but not regularly this is subject to the availability of funds by the Ministry of Education. Equally our main challenge has been the duplication of our role by the Teachers Service Commissioner (TSC) appointing their own Quality Assurance and Standards personnel, this has paralyzed our active involvement in schools. None the less, principals are expected to conduct a classroom observation of teachers once per term and they should check the professional documents weekly.

Based on the above responses principals reported that they mainly checked teachers and students' notes, lesson attendance and performance records. A few of them also checked lesson plans, schemes of work, record of work covered and KIE syllabus among other things and they even observed teachers teaching in class. In cases where they did not check the records and teachers teaching in class they reported that they had delegated this to deputy principals, director of studies, HODs or English subject heads. These persons would in turn give them feedback in their offices or during meetings such as staff briefs, departmental meetings, HODs meeting or staff meetings.

Furthermore, interview schedules with principals revealed that they had varied views concerning their frequency of observing TOEs teaching in class. Their responses ranged from daily, weekly, fortnightly, mid and end of term, once per term, twice per term, often and in other cases they reported that they did not observe teachers teaching in class. They added that this checking was in many cases impromptu, through spot or random check or one to one discussion with TOE. In cases where other persons apart from the principal supervised, a report would be prepared and it would be handed over to the principal for perusal. The interview guide with the QUASO confirmed that classroom observations should be conducted term wise and that professional documents should be checked weekly. They also brought to the fore that the duplication of their role by the TSC has paralyzed their efforts but that they were optimistic things would get better.

In addition, the document analysis guide revealed that schools that conducted classroom observation of teachers had records of these observations from the year 2008 to date. These were filed in principals, deputy principals, and director of studies offices and for few schools these records were in Quality Assurance and Standards Officers offices within the school. The frequency of filing these reports depended on the frequency of conducting the observation such as once or twice a year. The availability of these observation reports were proof of the frequency of IIS, However, there were schools that did not have these reports yet they claimed that they conducted the observation.

Generally, this result on frequency of observation of TOE in class is in tandem with those in a study conducted by Thobega (2008) in which only a fifth of the teachers of Agriculture confirmed being observed in class teaching. This result also tallies with those in a study that appeared in the Swedish Journal of Scientific Research (2014) in which all sets of respondents in two different categories of schools reported that it was rare for head teachers to observe them in class. Equally, the study by Usman (2015) established that schools in Nasarama state were not regularly supervised.

Overall, the idea that TOE are just fairly observed in class can create lapses in IIS. This could arise from instances when a school misses out on the schedule due to other demanding programs that usually creep into the school's term program. Such a scenario would make this frequency fall back to rare checking and this would deprive IIS of its intended effectiveness on teaching. This is because it will not be easy then to keep track of what the teacher is teaching in class in -order to reinforce their areas of strength and suppress their areas of weakness. Also, as propounded by Nwagwue and Ijeoma (2004) teachers' effectiveness and productivity in instruction will not be ascertained and their supervisors may not know whether

they are applying various skills and competencies for effective teaching as was expounded by Assefa (2016). Furthermore, according to Thembinkosi (2013) the few untrained teachers who need guidance of the supervisor greatly suffer. This is in the sense that they are in experienced in matters of classroom teaching, time management and class control. Hence they need the physical presence of the supervisors who directs them on how to go about this and so infrequent classroom observation will result to ineffectiveness in teaching. There is therefore need to step up the frequency of classroom observation of teachers. This is because the interview schedules with the Quality and Standards Officers revealed that these observations should be conducted on a weekly basis and this is well stipulated in the TPAD.

It is also a sorry state that some TOE are rarely observed in class in while others go through teaching without being physically observed by their internal instructional supervisors. This confirms Tedele (2014) findings that IIS faced a mirage of problems, one of which is infrequent use of classroom observation. The argument here could be that some schools have deliberately avoided IIS for reasons that are best known to them. It could also imply that other schools have lapses in this practice in a manner in which it is not systematically organized so as to capture each and every teacher at a given schedule. This disadvantages the affected teachers in terms of their teaching effectiveness since they do not get to learn their strengths and weaknesses in teaching as mentioned. This is in view of Kariuki (2013) findings that effectively carried out IIS boosts the teacher's professional performance thus improving the student's academic performance. Also, this goes against Gordano (2008) and Usman (2015) recommendation that schools should conduct regular classroom visitation to enhance higher student achievement level. Such a state of affairs does not allow for enhancing various skills and competences in the TOEs as expounded by Assefa (2016). Such skills and competencies

include: proper preparation and use of professional documents such as schemes of work, lesson plan and records of work covered; thorough checking of students' notes; updating and evaluation of academic reports as well as proper time management during lessons. Equally, with this low frequency of classroom observation supervisor do not get an opportunity to boost the teachers' moral by use of complements in instances where they are doing a good job in the teaching and it thus leads to laxity among teachers and hence poor performance as brought out in Gordano (2008).

According to Kimeu (2010) and Kiadase (2000) head teachers should visit the classrooms frequently and as propounded by Thembinkosi (2013) this should be at least once or twice per term since most teachers were not inhibited in their lesson delivery by the presence of the supervisor. Such observation enables the supervisors to get to know the effectiveness of classroom management by the teacher (Olatoye, 2006 & Chike- Okoli, 2006) and an understanding of what goes on in the classroom especially in terms of content delivery (Kariuki, 2013). For instance, the supervisor will get an insight into how the TOEs handle their lesson time, how they vary their teaching methods in relation to learner differences, how they integrate the teaching and learning resources into their lessons, how they go about learner participation and class control as well as their overall use of professional documents such as records of work and schemes of work. All these are summed up in Musungu and Nasongo (2008) who found that head teachers of high performing schools checked the teachers' and students' work regularly. It is no wonder then that there is under performance of English in this County and this calls for further action.

It is thus right to say that teaching is not closely monitored since there is rare check of teachers in the classroom. This contravenes the observation made by QASO during the interview

schedule that classroom observations should be conducted at least monthly as well as the TPAD which stipulates that this should be done termly. Only 4.2% of teachers are observed at this frequency. Such a state of affairs portrays classroom observation as having been pushed to the periphery of the education system in this County and as such each school is left to its own wimps in terms of this frequency. It is an implication that this practice is being taken for granted and as such performance of this subject is at stake. This is because Kimeu (2010), and Musungu and Nasongo (2008) found that schools which conduct frequent supervision of teacher performed better than those that did not and equally Odo and Udu (2016) and Usman (2015) established that the frequency of this observation had a measurable impact on students' academic performance.

This implies that in Kakamega County, instructional processes are not closely monitored internally as recommended by Odo and Udu (2016) and as was in the case of Tedele (2014) infrequent classroom observation ails the County. In such a state of affairs it is not easy to ensure quality control in the teaching and learning process in English. This confirms that there is something amiss with its IIS as was brought out by the County's panel of Assessment reports of 2011 and 2012. Classroom observations are not conducted as frequently as the TPAD demands. Since frequency of classroom observation is significant to performance of students this is the reason why performance in the KCSE examination in English in the County has stagnated at a C-.

The result on schemes of work indicated that generally, a majority of schools acknowledge schemes of work as a tool in IIS and this is why in one way or the other it is checked albeit after a long duration. The checking of schemes of work has great significance to IIS since in this way the stakeholders of IIS are able to align the schemes of work with the content of

the lesson on a daily basis. Supervisors are also able to look at how orderly and systematic the TOE is in teaching the topics in relation to the syllabus as expounded by Chenge and Syomwene (2016). Equally, they will look at the progress of the teacher in as far as carrying out the work that was planned is concerned. This ensures that classwork is covered in an orderly sequence and it is covered within the required duration and this paves way improved student outcomes which is an indicator of teaching effectiveness. The results further revealed that most of the schools check schemes within a period beyond one week. All such schools do not meet the ministry's directive of checking schemes of work weekly. This kind of checking is quite overstretched and may easily result to a mismatch between the lesson taught and the schemed content. In real sense it faults Peretomode (2001)'s findings that frequency of checking teachers' schemes of work is a means to determine the extent of relatedness of task and content of instruction.

Respondents also revealed that there are schools that check schemes of work term wise and annually. This is in tandem with Orenaiya *et al.*, (2014) who found that supervisors rarely check schemes. This implies that there are schools that have pushed this important document to the periphery. In such an instant TOEs who have an inner dislike for work as stated by theory X will go scot free but their teaching effectiveness will be at stake. This in essence contravenes the directive in the TPAD which stipulates that schemes should be checked on a weekly basis. It is also worrying that there are schools which do not check schemes at all. This then places the teachers' effectiveness at stake since Usman (2015) observed that inspecting of teachers' record keeping have significant correlation with the performance and academic achievement of students.

According to Orenaiya *et al*., (2014) the preparation of schemes of work make teaching both systematic and orderly since this ensures that topics in the syllabus are taught in an orderly manner and thus supervisors must check and approve them to facilitate effective teaching. This then implies that in this County there are schools which teach English without using schemes of work. Hence the reason for minimal performance in the subject.

Results on the lesson plan revealed that it is frequently checked. However, there were TOEs who had it checked monthly and termly while for other TOEs the lesson plan was not checked at all as was the case in Kimutai and Kosgei (2012). A lesson plan by nature is prepared by the teacher on a daily basis and it acts as a guide to the TOE during the entire lesson. The concern therefore, in this case, is on the schools that have overstretched its checking and worse still for those schools that have out rightly abandoned it. As a result of this they have no guide or road map in running a particular lesson as outlined by (Fink, 2005). They may end up leaving important details that are needed to ensure that the lesson's objectives are met. As propounded by (Wanzare, 2011) they could easily misuse their time by drifting into storytelling in the course of the lesson since their time has not been well planned for. In the long run, the teaching and learning process is greatly hampered.

Those who check it on a weekly basis have presumably met the ministry's requirement since they always check the lesson plan. However, if this is the case one wonders why the performance of English in the County is still wanting. This result could to a large extent be an exaggeration probably to save face since as revealed by Wanzare (2011) it is mainly teachers on teaching practice who prepare it for purposes of assessment.

Overall, the lesson plan was the main document in which many respondents picked on the option ‘none’. This places it at risk of extinction since as observed by Kariuki (2013) head teachers are supposed to check it regularly in order to ensure that teachers are well prepared to carry out an instruction. It is thus true to conclude and justify the assertion that most teachers do very poorly on the lesson plan probably because it is the least checked.

Internal instructional supervisors are also supposed to check records of work. This is a document that has the individual teacher’s recordings of the work covered within the week per lesson. These recordings have in the past been done at the end of the week preferably on Friday and handed over to the HODs for certification. However, of late, they are being filled in daily for purpose of accountability and transparency of work covered (Fink, 2005). It was therefore necessary to establish the frequency at which these supervisors checked it and as results reveal, this is checked frequently. These results are congruent with Chenge and Syomwene (2016) and Kimutai and Kosgei (2012) who found that records of work were available and that they were regularly updated and checked by principals.

As mentioned, records of work are documented daily (Otunga *et al*., 2011), failure to check them more frequently piles up work for the supervisors who then are not able to confirm their alignment with schemes of work. In such a case, this tool will also not be used for purposes of accountability and transparency of work covered, a means for a new teacher to trace where to start from or a means to verify uniformity in content coverage in the case of different streams.

These results imply that on average, schools understand and appreciate the significance of records of work. This is because many respondents assigned it its rightful frequency of weekly

and also extremely few respondents attributed it to yearly and no check. However, the fact that some schools check it after a long time implies that such schools have taken this tool for granted probably because they do not understand the influence of frequency of its checking to teaching effectiveness, thus the need for this study. Equally, as much as many respondents indicated that it is checked as scheduled their performance is still at average and below average, this means that something is amiss. For instance, the supervisor could merely check it to confirm that the teacher has filled in the weeks' work covered without critically analyzing the details of the work covered in line with the schemes of work prepared or even confirming the work covered alongside the students' notes or all these could imply that it is not significant to teaching effectiveness.

The report on teachers' attendance to lesson revealed that this was the professional document that accrued the highest mean among the respondents. This could imply that many schools have prioritized it among other documents. As brought out by Duflo *et al*., (2012) increased teacher attendance to lessons improves students' scores and the converse is true. As such, with the above kind of frequent checking, teaching effectiveness needs to be far above average yet this is not the case here since the subject's mean score in the County has stagnated at a C-. It could imply that supervisors are doing spot checks as observed in Atieno and Raburu (2015) who found that head teachers only walk around to ensure that teachers are inside the class. The argument here is that, it does not concern the principal what the TOE is doing in class but rather the physical presence of the TOE in class is what is of importance. This could then translate to witch hunt that is aimed at taking punitive action against deviant teachers without much implication on their content delivery that is supposed to promote their effectiveness in teaching. This then paints IIS negatively to TOE. Nonetheless, it is right to

conclude that there is a frequent check of teachers' attendance to lessons, although there is need to fully establish the motives for this as well as its influence to teaching effectiveness.

Results on perusal of academic results reports had various implications. The implication for those schools that check them monthly which corresponded to frequent check is that this is done after the administration of each of the three sets of exam conducted within a term. Those who check it term wise combine the sets of exam and discuss them as a whole term's work. While those who attributed its checking to yearly imply that they consider an entire year's academic performance may be for purpose of promotion to the next class. The few who checked them weekly imply that there could be other exams apart from the three exams such as daily or weekly quizzes that are done continuously.

Results on checking of students' notes revealed that these were frequently checked. However, there were lots of inconsistencies in the frequency at which different schools checked notes as was the case of Kariuki (2013). This was a contradiction with the findings of Kipkurui (2012) who found that 70% of head teachers checked notes. The inconsistencies observed in different schools imply that frequency of checking students' notes has not been fully enforced in these schools. Consequently teaching effectiveness is hampered since Usman (2015) established that this checking had a significant correlation with performance and academic achievement of students in secondary school.

The results on the frequency of checking specified areas during a classroom observation as brought out in Table 5 during classroom observation bring out certain issues for discussion. In the first place, respondents assigned high percentages to all the aspects that are checked during IIS. As mentioned earlier this results are in line with Kimutai and Kosgei (2012) that

found that professional records were checked regularly but they differ with those of Kariuki, 2013. This difference could be in part that stakeholders of IIS have been awakened to the need to check various professional documents of IIS probably due to the onset of the requirement by the TSC to have its teachers to self-evaluate and appraise themselves by use of the TPAD. It is also an indicator that there are TOE who have an inner drive towards work as propounded by theory Y. Such TOE feel that professional documents should be checked for purposes of self-actualization. On the contrary, this sharp contrast of results could be due to an exaggeration by these respondents. For instance, it is surprising that respondents rated lesson presentation first and the lesson plan last. This is because a sound lesson presentation is solidly based on a well prepared lesson plan. It is strange therefore that supervisors are very greatly interested in one and less interested in the other. These two ought to fall in place together. Equally, interview schedules with principals revealed that there were schools that did not observe their teachers in class teaching. This could be due to the fact that principals have other duties that require their attention, that part of the IIS supervisors, particularly principals, are not themselves teachers of English and as a result of this they do not have any understanding on the content of this subject hence they lack the confidence to scrutinize it or that they have delegated this duty.

Of concern also is the teaching and testing policy. Fewer percentages of respondents confirmed that it was checked. A teacher's performance is greatly measured through the tests given to the students and these tests are governed by the laid down policies. It is thus fair that it should be checked always since as Fischer (2010) asserts periodic and formal assessments of students' learning through a mid- term or final examination are not sufficient enough since they are not frequent enough to enable the teacher to adjust the teaching to correct

misconceptions. The schemes of work should thus have various tests schemed in and this will then be translated into the lesson plan and cumulatively they will prepare the students for the end of term exam that ultimately enhances the KCSE examination. If this is not checked frequently then it can result to stagnation of the English grade at C- at the Count level and even drift to D+ as evident in recent KCSE results of the County.

4.2.2 Teaching Effectiveness

Teaching effectiveness refers to individual teachers' 2013 KCSE examination mean scores. Any mean score below 4.99 implied low teaching effectiveness, those between 5.00- 6.99 was fair teaching effectiveness, those between 7.00- 8.99 implied good teaching effectiveness while all those above 9.00 reflected excellent teaching effectiveness. This is presented in Table 6.

Table 6: Teaching Effectiveness

Mean Score Range	*f*	Percentage
2.5- 4.99	89	39.72
5.00- 5.99	45	21.02
6.00- 6.99	29	13.55
7.00-7.99	20	9.35
8.00-8.99	24	11.22
9.00-9.99	11	5.14
10.00.10.99	-	-
11.00-12.00	-	-
TOTAL	**214**	**100**

Table 6 shows teaching effectiveness. Results show that 89 (39.72 %) of teachers have low teaching effectiveness, 74(39.57%) of them have fair teaching effectiveness, 44(20.57%) others have good teaching effectiveness and only 11 (5.14 %) of them have excellent teaching effectiveness. These mean scores were verified through scrutiny of KCSE English scores records at the Director of Studies (DOS) offices in the sample schools as well as analysis of the 2013 KCSE from the County Director's office. The average mean score for all the schools in the study was 5.75 which translates to a C grade. This implies that teaching effectiveness is barely at average since the schools have not attained the minimum requirement entry for university which is a C+. This is of great concern since English is a compulsory subject and the mean grade that a student acquires in this subject can either qualify them or disqualify them from admission to university. It is possible that there are TOE who do not have an inborn affinity to work as per theory X and thus need to be brought on board. There is therefore, something amiss in the subject which could be as a result of weak IIS structures, particularly with reference on the frequency of IIS.

4.2.3 Influence of Frequency of IIS on Teaching Effectiveness

In the first place, correlation analysis was used in establishing the effect of various aspects of Internal Instructional Supervision (IIS) on teaching effectiveness in English. The computation of a correlation analysis yields a statistic that ranges from minus one (-1) to one (1). The statistic is called a correlation coefficient (*r*). The correlation technique is used to analyze the degree of relationship between two variables. In an analysis, the bigger the coefficient (absolute value), the stronger the association between the two variables. In addition, the direction of the relationship between the two variables is important. If a positive (+), it means the relationship is positive that is, when one variable increases the other variable also

increases, if negative (-), the relationship is referred to as inverse, that is, when one variable increases the other decreases and a correlation coefficient of 0 indicates that there is no linear relationship between the two variables. In this study the outcome of the relationship between frequency of IIS and teaching effectiveness is presented in Table 7.

Table 7. Correlation Coefficients of aspects of frequency of IIS and Teaching Effectiveness in English

Aspects of frequency of IIS	**Pearson Correlation and Significant Levels**	
	r	***p* value**
Schemes of work		
Teaching methods	.073	.293
Students' participation	.101	.147
Teaching and testing policy	.005	.946
Lesson plan	.063	.363
Teacher preparedness	.044	.523
Lesson presentation	.089	.199

Pearson Correlation Sig.(2-tailed) N=207

Table 7 shows the correlation coefficients of the relationship between frequency of aspects of IIS and teaching effectiveness when controlling for schemes of work. For all the aspects outlined there exists a positive relationship, albeit weak, between each of the predictors and teaching effectiveness. These analysis reveals that there is a small association between frequency of conducting all the variables of IIS and teaching effectiveness. In all the independent variables the correlation coefficient is very highly significantly different from zero ($p > .001$).

In Pearson Product-Moment Correlation analysis a perfect correlation would mean a row value of (r value) of one (1) and as such the r value gives an indicator of the strength of the relationship. In the study the *r* value was .293. The *p* values in these cases far exceed the critical value of 0.05 which the study established as the confidence level. The *r* values of .300[a] imply an extremely weak relationship between the frequency of checking aspects of IIS during classroom observation and teaching effectiveness in English since it is also extremely distant from the perfect value of one (1). This results contrast with Usman (2015) who found that checking teachers' record keeping have significant correlation with performance and academic achievement of students. This means that frequency of checking these aspects IIS contribute little to teaching effectiveness and there are other factors other than these that contribute to teaching effectiveness.

Table 8: The Regression Model of Predicting Teaching Effectiveness using frequency of IIS

Aspect of IIS	**B**	**SEB**	***ß***	***p* Value**
Model intercept	2.408	.358	-	.000
Schemes of work	.066	.116	.039	.572
Teaching methods	.382	.301	.117	.207
Students' participation	-.393	.384	-.111	.307
Testing policy	-.492	.192	-.201	.307
Lesson plan	.418	.214	.154	.052
Lesson presentation	-.681	.425	-.187	.107
Teacher preparedness	.303	.256	.108	.239

The results shown in Table 8 reveal that schemes of work, teaching methods, lesson plan and teacher preparedness have a weak positive relation with teaching effectiveness, hence are statistically significant with teaching effectiveness. This result is in tandem with

4.2.3.1 Linear Regression of Frequency of IIS and Teaching Effectiveness in English

Regression is a type of analysis used when a researcher is interested in finding out whether an independent variable predicts a given dependent variable. The study adopted linear regression, which is used when the researcher is dealing with only one independent variable (frequency of conducting IIS) and one dependent variable (teaching effectiveness). The results of the study are shown in the Table 9 below.

Table 9: Linear Regression of frequency of conducting IIS as a Predictor of Teaching Effectiveness

R	*R* Square	Adjusted *R* Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	*f* Change	*df*1	*df*2	Sig. *F* Change
.300[a]	.090	.058	1.094	.090	2.654	7	207	.007

The results generated from the data show:

a) Predictors (constant), aspects of IIS

b) Dependent variable: Teachers' means scores in 2013 KCSE

Results of table 9 indicate that the frequency of checking the aspects of IIS is a significant predictor (R^2=0.300, F (7, 202) =2.657, p=0.007< 0.05) of teaching effectiveness in English. Similar to One Way Analysis of Variance results, linear regression (p=0.007) is lower than the acceptable confidence level of 0.05. Thus, there is a significant relationship between the frequency of checking of aspects of IIS and the teaching effectiveness in English and .058 that is 6% teaching effectiveness can be predicted from frequency of checking aspects of IIS. This is in tandem with Odo and Udu (2016) that IIS has influence on development of teaching effectiveness. This has an implication that its supervisors should step up its frequency.

Table 10: The Regression Model of Predicting Teaching Effectiveness in English by using Frequency of IIS

Aspect of IIS	**B**	**SEB**	***ß***	***p* Value**
Model intercept	2.400	.427	-	.000
Personal visitations to classes	.144	.044	**.281**	.001
Schemes	-.187	.069	-.195	.068
Lesson plan	.037	.044	.070	.395
Records of work	-.020	.071	-.020	.776
TOE attendance to lessons	-.030	.071	-.032	.672
Students notes	-.065	.053	-.100	.222
Perusal of academic reports	.001	.078	.001	.994

The results shown in Table 10 reveal that lesson plan, personal visitations to classes and perusal of academic results reports have a weak positive relation with teaching effectiveness, thus are statistically significant with teaching effectiveness in English. This has an implication that these three variables influence teaching effectiveness. Further, of the three aspects only

personal visitations to classes show a significant positive relationship with teaching effectiveness (*ß*=.281, *p*=0.001). This is in line with in Assefa (2016) which established that frequent classroom observation of teachers leads to students getting high grades in exam. Thus, personal visitations by supervisors to classes is the main predictor of teaching effectiveness and as such IIS stake holders need to invest more into it. However, in this County respondents results revealed that professional documents are checked more frequently than classroom observation is conducted and yet the later has a positive significance to TE unlike the former. This is the reason why performance of English is barely at average and below average.

These results on the influence of frequency of IIS on teaching effectiveness indicate that schemes of work, teaching methods, student participation, teaching and testing policy, lesson plan, teacher preparedness, and lesson presentation correlate with teaching effectiveness.

On further analysis, schemes of work, teaching methods, lesson plan and teacher preparedness are positively significantly related with teaching effectiveness whereas student participation, teaching and testing policy and lesson presentation have a negative significant relationship with teaching effectiveness.

This has an implication that in matters of classroom observation special attention needs to be paid to schemes of work, teaching methods, lesson plan and teacher preparedness. As concerns schemes of work, an effective lesson derives its content (topics and subtopics) from the schemes of work thus schemes of work should be prioritized during classroom observation. Equally, the teaching methods adopted by the teacher greatly motivate or demotivate the learners from the mastery of content which then reflects how effective the

teaching was. Consequently, as stated by Tedele (2014) supervisors should create an environment for staff training such as orientation and induction, facilitate teacher training courses, seminars, workshops, conferences and clinics that are geared towards unfolding current pedagogical issues on teaching effectiveness. Internal instructional supervisors should also direct teachers on the best approaches in teaching, particularly those that are learner centered as well as those that enhance communicative competence.

Also as concerns teacher preparedness, unless the teacher is well prepared for the lesson, an entire teaching duration goes to waste. This could be by the teacher diverting to irrelevant content, merely storytelling, rumor mongering or the teacher falling into the trap of anger outbursts, all of which are indicators of an ill prepared teacher. Rather, the teacher should be prepared by having all the teaching and learning resources in place, being psychologically and emotionally ready for the lesson and being equipped with the lesson plan among other things.

The lesson plan surfaced as positively contributing to teaching effectiveness. All classroom observation ought always to emphasize on this tool. Researchers refer to it as the road map for the teacher in class (Fink, 2005 & Ministry of Education, Benue State, 2009). The failure of a teacher to have it or even its misuse results to haphazard teaching, poor management of time, over use and underuse of teaching and learning resources and lack of teacher confidence as observed by Tedele (2014). All of which portray the teacher as ineffective in the teaching.

In this study respondents rated the lesson plan last in the series of aspects that are observed during internal instructional supervision. These implies that a group of internal instructional supervisors do not at all consider it as a significant component that should be prioritized

during this observation. They have shelved it and have given priority to lesson presentation and students' participation which are negatively significantly related with teaching effectiveness. This ought not to be the case since a well presented lesson and effective student participation solely springs from a well done lesson plan. It is therefore, not in order that IIS supervisors should prioritize the former rather than the later.

This therefore means that in this County teacher's lesson plans are not scrutinized for maximum utilization. This may arise from the fact that its observation demands for more time and scrutiny than the other aspects and this is not in favor of the leisure of the IIS supervisors. It may also arise from the fact that some IIS supervisors are not teachers of English and as such they do not have full confidence to look at the TOE's content as presented in the lesson plan. Lastly it could be for the simple fact that IIS supervisors do not see the worthiness of a lesson plan in terms of teacher effectiveness. This leads to tendencies by teachers to overlook this important professional document as a result of their feeling that it is the least checked and as confirmed in the study of Wanzare (2011) only teachers on teaching practice will prepare it for purposes of assessment while the experienced teachers will feel they are sufficient in themselves.

It is no wonder that student participation, teaching and testing policy and lesson presentation have a negative significant relationship with teaching effectiveness. First, as already observed students will participate only at the point at which the lesson plan invites them. Secondly, teaching and testing policy is only of importance in as far as a test is at hand. Lastly, the lesson presentation greatly relies upon the lesson plan, teacher preparedness and teacher method cannot stand on its own.

Overall, of the three components of IIS which included classroom observation, professional documents and checking of students' notes, classroom observation of teachers was the main predictor of teaching effectiveness. In spite of this fact, respondents ascribed the highest mean score to professional documents as the form that is frequently checked. This confirms Glanz *et al*., (2007) assertions that the practice of instructional supervision is being used as a form of check list without much implication. This implies that stakeholder of internal instructional supervision are more interested in paper work than physical teacher observation. This could be because it is less demanding in terms of time and concentration on the part of IIS supervisors. All that the supervisor needs to do is collect the professional document at their own pleasure and then in the comfort of their office append their signature. On the contrary, a classroom observation is very demanding in terms of time, tact and man power input. The entire process requires a pre-conference, observation schedule and a post conference session with the teacher as observed by Glickman (2010) all of which have a time implication.

It is thus true to observe that results reveal that more attention has been given to professional documents at the expense of classroom observation. Stakeholders of IIS have avoided classroom observation of teachers yet it yields better outcome than professional documents and students' notes. This could be as a result of the high demand of time that it places on the IIS supervisors. This springs from the fact that principals have other duties that place a high demand on their time as observed by Glanz, *et al*., (2007) and Jeptarus (2014) and also because most HODs are pressed down by the weight of a bulky syllabus of English that requires lots of integration besides their administrative role as HOD. This could be due to the

fact that principals have refrained from visiting the classroom for fear that teachers will interpret this as witch hunt as was the case of Jeptarus (2014).

Close observation of TOE during teaching is a tool that goes a long way in improving their teaching effectiveness. However, concentration has been placed on professional documents. It is thus possible that the checking of this documents is mainly done for the sake of formality and in conformity of the Ministry of Education demands as part of the school's routine but without much implication. It is mainly through teacher observation that incompetence on the part of the teacher, mismanagement of time and general observation of pedagogical aspects can be shaped and reshaped. That this observation is not always conducted is the reason for the minimal results of English at KCSE examination and are a reflection of ineffectiveness in teaching.

There is therefore need that stakeholders should be advised to prioritize classroom observation of teachers. They can utilize peer teachers to act as IIS supervisors since these have slightly more time than principals and HODs and are at almost the same level with TOEs and as such they can freely share their views about the lesson observed without the fear of being mistaken to be fault finding.

4.3 Influence of Types of Internal Instructional Supervision used

The second objective of the study concerned the type of supervision used. It stated: to establish influence of type of internal instructional supervision used on teaching effectiveness in English.

4.3.1 Type of IIS used

The responses were garnered at two stages, first as a closed ended item in form of a five- point *Likert* scale and then as one open ended item. Three types of supervision which included non-directive (ND) in which teacher frames up the supervisory plan while the supervisor is available to give advice, collaborative (C) that entails supervisor and teacher sharing decision making about future plan and directive informational approach (DI) where the supervisor frames up the supervisory plan and expects the teacher to follow it, were put under investigation. Five attributes of each were outlined on a table against which the respondents were to assign the extent of usage in their various schools. These ranged from very large extent (VLE), large extent (LE), not sure (NS), small extent (SE) to very small extent (VSE). Any mean score that laid between 4.6- 5.00 was rated very great extent of usage, that between 3.60-4.50 implied a great extent, those between 2.60-3.50 implied fair extent while any that laid below 2.50 meant little extent in usage. The results of this response is presented in Table 11.

Table 11: TOEs response on Type of IIS used

Statements on	*N*	Type	VLE		LE		NS		SE		VSE		MEAN
			f	%	*f*	%	*f*	%	*f*	%	*f*	%	
You request to be observed	215	ND	37	17	54	25	22	10	49	23	53	25	**3.13**
You come up with areas to be observed	215	ND	26	12	47	22	32	15	55	26	55	26	**3.31**
You inform the supervisor What you would want the observation to be like	215	ND	14	7	55	25	37	17	47	22	62	29	**3.41**
You solely inform the supervisor what the observation process was like	215	ND	22	10	60	28	20	9	71	33	42	20	**3.24**
You state to your supervisor the way forward for future observations	215	ND	49	23	47	22	23	11	42	20	54	25	**3.02**
Average mean score for non-directive													**3.22**
Both you and your supervisor agree on when you should be observed	215	C	60	28	62	29	26	12	41	19	26	12	**3.41**
You both come up with the specific areas to be observed	215	C	47	22	51	24	20	9	53	25	44	20	**3.02**
Both of you give your suggestions on how the process should be like	215	C	39	18	59	28	34	16	41	19	42	20	**3.06**

Both of you give your views On how the classroom teaching was done	215	C	69	32	82	38	19	9	22	10	23	11	**3.71**
Both agree on the way forward for better teaching	215	C	74	35	70	33	19	9	16	7	36	17	**3.61**
Average mean for collaborative													**3.36**
You are informed when the observation will be done	215	DI	55	25	73	34	24	12	16	7	47	22	**2.66**
You are informed of the areas to be observed	215	DI	31	14	50	23	24	12	41	19	69	32	**3.31**
Your supervisor informs you how the observation process will be like	215	DI	36	17	70	33	37	17	25	12	47	22	**2.89**
Your supervisor informs you on what you needed to do	215	DI	64	30	61	28	30	14	16	7	44	21	**2.61**
Your supervisor informs you what you should do to improve your teaching for the next observation	215	DI	96	45	51	24	22	10	16	7	30	14	**2.22**
Average mean score for directive informational													**2.74**
Overall mean													**3.11**

Key: ND= Non-directive; C=Collaborative; DI-Directive informational

Table 11 shows TOE's response on the type of supervision used during internal instructional supervision (IIS) in schools. Results show that the mean scores for all the aspects of type of

supervision used during classroom observation ranged between 2.22- 3.71. The overall mean of non- directive type was 3.22, the mean score of the collaboration type was the highest at 3.36 while the directive informational mean trailed at 2.74. The overall mean for all the forms of type of supervision was 3.11. This result was confirmed by 63 (85.1%) principals and 68(91.8%) HODs who pointed out that they used collaborative approach during their observation.

This results implied that collaborative type of supervision was widely used, it was followed by the non- directive whereas directive- informational approach was the least common. This results confirm assertions by researchers such as Ebemier (2003), Glickman *et al*., (2010) and Krein (2016) that collaborative supervision is widely preferred. They are contrary with the findings in Thobega and Miller (2008) in which the directive informational approach was the type that was used most frequently.

These results also reveal that most of the attributes of type of supervision outlined had fair extent of usage except two attributes of collaboration: both of you give your views on how observation was and both of you give your views on way forward for future observation which had a great extent. On the contrary, one attribute of the directive- informational approach: your supervisor informs you what you should do to improve your teaching for the next observation had little extent.

The principals responded to the question on the methodology that they used during IIS. The following are sample responses of the interview schedule.

A principal opined that his school appropriated both directive informational approach and collaborative as follows:

> I use direct contact with the teacher that is in and out of class. I inform teachers concerning a planned session of observation that involves all the teachers and is stretched out for a week. After observation we get together in a staff brief to discuss different reports of the classroom observation. Any time I notice an issue with the filling in of professional records I bring this to the attention of the staff for immediate correction

Another principal mainly used directive informational method as evident by the following response:

> I use a monitoring tool with prefects particularly the class secretaries in checking of punctuality of teachers to lesson attendance. I also check the records of work covered regularly. Then I create a forum to discuss with the teachers or teacher concerned to inform them about my observation and give directives on how things ought to be done, this could be in the staffroom or in my office.

Principals had also delegated matters of IIS to HODs, who in turn collaborated with teachers as was the findings of Jeptarus (2014). One of them reported:

> This is done through departmental inspection after which the supervisor discusses with the teacher concerned and then the report is forwarded to the school administration for further action and filing.

.

The QASO too responded to an item on the type of IIS. The following is part of an excerpt that emphasized that supervisor and the supervisee ought to collaborative during IIS.

> It is recommended that they use collaborative type, where they hold sessions with teachers to agree how best the classroom observation can be done and equally after the observation they should agree on the way forward for better teaching and learning. Collaboration is recommended as it paves way for mutual understanding between the two parties which in turn ensures the smooth running of our schools.

The interview schedules with both principals and QUASOs brought to the fore that collaborative type of IIS was the most preferred as it yielded better results. There were some principals who however, felt that TOEs were sufficient in themselves and would be allowed to formulate their own plan for observation. This opinion was in conformity with Theory Y

that teachers were self-motivated and would work on their own without any follow up. On the contrary, other principals strongly felt that left on their own some TOEs would not achieve much. The reason they gave for this opinion was that some TOEs lacked self-drive and had a negative attitude towards IIS and since as principals they were charged with responsibility to ensure quality of education in their stations, they drew out this plan for TOEs who in turn had no choice but to comply. This opinion was in congruent with Theory X that teachers had little affinity towards work and therefore they had to be coerced.

These results confirm assertions in many studies that the most preferred methodology of IIS is collaborative (Ebmeier, 2003; Ekundayo *et al*., 2013; Glickman *et al*., 2010 & Mona *et al*., 2015). Thus, many respondents seem very comfortable with the collaborative type of approach. On the other hand, other studies have also portrayed directive informational as preferable (Thobega, 2003) while few or none have preferred Non- directive. This implies that many schools are inclined towards working together for the common good of all parties, which in this case is to achieve the objectives of IIS which is effective teaching and learning.

These results also bring to the fore Akinwumiji and Agabi (2008) and Kathleen (2006) assertion that a supervisor should work with groups of teachers in a cooperative/collaborative effort to improve student learning. This is further emphasized through the findings by Thembinkosi (2013) in which the teachers expected the supervisor to be caring, understanding and helpful, that is, the relationship between the two was expected to be collegial rather than authoritarian. This means that most respondents would prefer a friendly- kind of environment in which everyone's contribution would be received and worked upon.

Results also indicate that few respondents, particularly teachers would want to be in charge while others would like to be directed by the supervisors. These few teachers could be a representation of those teachers who consider themselves experienced enough and as such they do not need the intervention of supervisors as was brought out in Thembinkosi (2013) study or thiese could be those who have an innate drive for work as outlined by theory Y while on the other hand the second category could encompass those inexperienced teachers who deeply feel they need full direction by the supervisor (Thembinkosi, 2013). On the part of HOD, result also revealed that one or two of them wished that the teachers should come up with their own supervisory plans and follow them. Such HODs are representative of those who acknowledge that there are teachers who are well sufficient to do so. On the part of principals, their interview schedule as mentioned established that a number of them preferred to come up with the supervisory plan and the teacher was expected to abide by this. This implies that they recognize the professional imperfections in some teachers and as a result of this, such teachers require the full direction of the supervisor and/or it could also imply that their leadership style is dictatorial.

Out rightly therefore, it is clear from the mean scores that collaborative type of supervision supersedes all the rest, this is then followed by non-directive and then the least of them is the directive informational. This is justifiable to the extent that collective working yields better results than when a practice is imposed on teachers since there is shared responsibility which then results to collective accountability as observed by Sergiovanni and Starrat (2006) and Zepeda (2007). In such a state of affairs then, IIS will yield better results. Then in terms of preference, non-directive type stands out as more preferred approach than directive informational. This has an implication that TOE are passing across the message that they wish

to be allowed to take personal initiative than being merely informed on what to do. This is for the simple fact that personal initiative allows for lots of creativity and innovation as well as fully owning the actions taken. On the contrary, they may interpret directive informational approach as a means to undermine their capabilities. This then creates resentment in them and they end up viewing IIS as a means of fault finding as opined by Assefa (2014) and Jeptarus (2014). They then develop a negative attitude towards it and they can even decide to work down this worthwhile practice. Reservation is however evident in cases where a TOE lacks self-initiative, is demotivated or has a wrong attitude as fronted by theory X. In such a case when they are left on their own nothing will get done and this is the point where directive informational comes in handy.

As a means to follow up the response on the type of supervision that was used, all categories of respondents answered an open ended item in which they pointed out the type of IIS they preferred and their reason for this preference. Their responses were picked word for word as they had written down in the following phrases: s

Those who picked on the collaborative approach gave the following responses:

‘ it allows creativity’, ‘ gives input of both parties’, ‘ allows sharing of experiences, strategies and ideas’, ‘not punitive’, ‘ share in decision making’, ‘ has teamwork therefore good performance’, ‘ motivates and generates job satisfaction’, ‘ mutual relationship’, ‘ gives room for teachers to share ideas, opinions…’, ‘ all inclusive’, ‘ Makes IIS friendly’, ‘ less intimidating’, ‘ effective’, ‘bureaucracy is observed’,’ Harmony’, ‘ allows coordination’, ‘participatory’, ‘ sharing of same platform therefore mutual understanding’, ‘ if left to the teacher, they are not willing to follow it and can be sabotaged’, ‘ both take responsibility’, ‘it is good to share opinions’, ‘coz purpose of supervision is useful to both the teacher and supervisor’, ‘ it is an owned process’, ‘there will be mutual response and result’, ‘ less resistance’, ‘ achieve full cooperation’, ‘motivates’, ‘ more democratic’ and that it yielded ‘more ideas’

The respondents who picked on non-directive approach gave the following reasons for their choice:

‘teachers understand learners and has remedies in helping them’, ‘So that the teacher does his best not to pretend’, ‘ improves work for students’, ‘ easy to implement’, ‘teachers know students better’ and ‘ teacher can adhere to plan’

While those who approved of the directive informational approach gave reasons such as:

‘It is from what he (implying the principal) has observed’, ‘teachers acquire knowledge from the supervision’, ‘creates avenue for correction’ and ‘it is formulated by the principal’.

As can be observed collaborative type of supervision had the most number of reasons. This was followed by non- directive and fewer reasons were accorded to directive control. These results are similar to the findings by Thembinkosi (2013) in which the teachers expected the supervisor to be caring, understanding and helpful, that is, the relationship between the two was expected to be collegial rather than authoritarian. It is clear from these responses that most of the weight lays on collaboration. This is because as already observed, collaboration involves collective responsibility and the decisions made are owned by both parties and this then gives room to achieve the objectives of IIS which then result to high teaching effectiveness. It is thus right to conclude that collaborative approach is the most popular since as demonstrated by Kazadi (2006), only a reason that is given by at least 10% of the sample is considered popular and therefore significant.

However, as evident by the different viewpoints of the respondents on the type of IIS used in their schools it is observable that there are schools that have not prioritized collaborative type of supervision in IIS while others rely on the directive informational type of IIS. Interestingly, the reason given by one respondent who preferred directive informational type was that it was by the principal. This is both simple minded and misplaced. It confirms the assertion by Thobega (2008) that this approach appeals to many teachers because their thinking and participation is limited and all they have to do is listen to the supervisor’s suggestions. It shows that such a teacher does not have self-initiative and has misconstrued the office of the

principal. By doing so this teacher undermines their own creativeness, innovation and ability to grow professionally. There is need to note that it is not in all instances that the principal gives direction and in matters of IIS there are principals who are not teachers of English and may as such relay on TOE to get the way forward. Again principals are faced by a mirage of duties apart from IIS that are all beckoning for attention from them. In such a case therefore they may not always be available to give answers on IIS. This then calls for other IIS supervisors such as HODs and peer teachers to fully step in.

All these divergent views point to the fact that none of the stakeholders of IIS has clearly enforced the use of a particular type of supervision to be used in these schools. This could be because none of them understands their influence on teaching effectiveness. They are now merely using whichever type appeals to them. In such a state then, there is need to ascertain the influence of each type of supervision so as to inform the key stakeholders of IIS on which of them bares maximum effect on teaching effectiveness as discussed in 4.3.2.

4.3.1 Teaching Effectiveness

Teaching effectiveness is as discussed on page 126 basing on table 6. Results show that there is something amiss in the performance of English subject in Kakamega County, this could be as a result of weak IIS structures, particularly with reference on the type of IIS.

4.3.2 Influence of Type of supervision used on Teaching Effectiveness in English

In order to establish the influence of type of supervision on teaching effectiveness the data on type of supervision was subjected to regression analysis. Table 12 shows this influence.

Table 12: The Regression Model of predicting Teaching Effectiveness in English using various Types of supervision

Aspect of Types of IIS used	*B*	SEB	ß	*p* Value
	1.049	-284		000
You request to be observed	-0.26	.051	-.037	.607
You come up with areas to be observed	-.162	.057	-.201	.005
You inform supvr. how obsvtn. should be like	-.028	.024	-.080	.251
You inform supvr. how obsvtn. was like	-015	.062	-.018	.811
You state the way forward for future obsvtn.	.056	.057	.077	.327
Both come up with when to be observed	.008	.065	.010	.902
Both give areas to be observed	.018	.058	.024	.759
Both give suggestions how to be observed	-.018	.061	-.023	.764
Both give views how obsvtn. was like	.143	.063	.185	**.025**
Both give views on way forward	.144	.062	.196	**.022**
Supervisor informs when observation will be	.049	.053	.069	.372
Supervisor informs of areas to be observed	.065	.060	.086	.280
Supervisor informs how obsvtn. will be	.074	. 068	.095	.282
Supervisor informs what was to be done	.012	.056	.016	.832
Supervisor informs of way forward	.059	.064	.080	.358

Key: obsvtn= observation. Note: R^2 =.226 : significant variable in bold

Results of table 12 indicate that in the model, types of supervision accounted for 23% of the variance teaching effectiveness. Moreover, looking at the standardized ß, it is observable that five aspect of the attributes of types of supervision have negative weak relationships with teaching effectiveness. All the rest have weak but positive significant relationships with teaching effectiveness. There are weak but significant positive relationships for ten of the

predictors. This finding implies that all aspects of directive informational type of supervision and four aspects of collaborative type of supervision are contributing most in predicting teaching effectiveness in English. Furthermore, only two aspects of collaborative supervision type: both of you give your views on how observation was and both of you give your views on way forward for future observation show a significant positive relationship with teaching effectiveness (ß =.185, p = .025) and (ß =.196, p =.022) respectively. This concurs with the findings of Thobega and Miller (2008) study in which Agriculture teachers who experienced collaborative supervision experienced a slightly but higher level of job satisfaction than those who experienced other types of supervision.

This means that two attributes in the collaborative type of supervision: 'collective observations on how the classroom teaching was' and 'collective views on how future classroom observations should be' lead to teaching effectiveness. This implies that IIS stake holders should invest greatly in thoroughly observing teachers teaching and capture details of the classroom proceedings so that this will act as a basis for the post feedback report and then they should use this report as a spring board for subsequent classroom observations as these sharpen teaching effectiveness. The implication for these results is that in matters of IIS the supervisor's input is quite paramount. Of concern therefore, is that respondents in this County do not prefer directive information type of supervision as those respondents in Thobega and Miller (2008) yet all its attributes have a positive significant relationship with teaching effectiveness. This means that they have pushed it to the periphery and embraced non-directive type of supervision which is less significant. This is the reason why performance of English is low.

4.4 Influence of Teachers of English's Attitude towards IIS

The third objective was intended to establish the influence of TOE's attitude towards Internal Instructional Supervision (IIS) on their teaching effectiveness. It stated: to establish the influence of teachers' of English attitude towards internal instructional supervision on their teaching effectiveness.

4.4.1 Report of TOEs on Level of their attitude towards IIS

There were a series of seven statements on attitude which were stated in the negative against which the respondents had to assign a response. These responses were derived from a 5-point *Likert* -type scale. The responses included: Strongly Agree-1, Agree-2, Not Sure-3, Disagree-4 and Strongly Disgree-5. Any mean score that laid between 1-1.99 implied very negative attitude, those between 2.00-2.99 implied negative attitude, those between 3.00- 3.99 implied positive attitude while those between 4.00- 5.00 implied very positive attitude. The results of this item are presented in table 13.

Table 13: Report of TOEs on their Attitude towards IIS

Statements on Attitude	R	*N*	SA		A		U		D		SD		Mean
			1		2		3		4		5		
			f	%	*f*	%	*f*	%	*f*	%	*f*	%	
Classroom observation is time wasting	**T**	**215**	13	6.1	23	10.7	5	2.3	55	25.6	119	55.3	**4.13**
	P	**74**	9	12.2	3	4.1	3	4.1	21	28.3	38	51.3	**4.03**
	H	**74**	3	4.1	9	12.2	2	2.7	17	23	43	58	**4.13**
IIS supervisors are bothersome	**T**	**215**	11	5.1	22	10.2	5	2.3	85	35.6	92	42.8	**4.05**
	P	**74**	7	9.6	10	13.5	-	-	23	31.1	34	45.9	**3.91**
	H	**74**	3	4.1	6	8.1	3	4.1	28	37.8	34	45.9	**4.14**
IIS is about fault finding	**T**	**215**	7	3.3	22	10.2	17	7.9	54	25.1	115	53.5	**4.15**
	P	**74**	8	10.8	3	4.1	3	4.1	25	33.8	35	47.3	**4.03**
	H	**74**	-	-	9	12.2	4	5.4	26	35.1	35	47.3	**4.18**
IIS contributes little to teaching effectiveness	**T**	**215**	16	7.4	25	11.6	10	4.7	72	33.5	92	42.8	**3.93**
	P	**74**	7	9.6	3	4.1	6	8.1	28	37.8	30	40.5	**3.96**
	H	**74**	4	5.4	7	9.6	3	4.1	23	31.1	37	50	**4.12**
IIS shouldn't be regular	**T**	**215**	14	6.5	31	14.4	19	8.8	82	38.2	69	32.1	**3.74**
	P	**74**	8	10.8	15	20.3	2	2.7	27	36.5	22	29.7	**3.54**
	H	**74**	2	2.7	9	12.2	5	6.8	26	35.1	32	43.2	**4.04**
IIS doesn't change teaching of Eng.	**T**	**215**	20	9.3	23	10.7	13	6	75	34.9	84	39.1	**3.84**
	P	**74**	5	6.8	6	8.1	-	-	31	41.9	32	43.2	**4.07**
	H	**74**	4	5.4	7	9.6	3	4.1	19	25.7	41	55.4	**3.91**
IIS serves no significant purpose	**T**	**215**	8	3.7	12	5.6	5	2.3	74	34.4	116	54	**4.29**
	P	**74**	7	9.6	2	2.7	2	2.7	23	31.1	40	54.1	**4.18**
	H	**74**	1	1.4	5	6.8	4	5.4	19	25. 7	45	60.7	**4.38**
Total Average mean score	**TOE**												**4.02**
	Principal												**3.96**
	HOD												**4.14**

Key: T= teacher; P=principal; H=HOD

Table 13 shows the response of TOEs on aspects of attitude of teachers of English towards IIS. Results show that all the means scores by different respondents for all the aspects of attitude outlined were above 3.91 except the response on the aspect that IIS should not be conducted regularly which had a mean of 3.75. The overall mean scores for all the aspects on attitude for principals, HODs and TOEs were 3.96, 4.14 and 4.02 respectively.

Interview schedules with principals required them to state what problems they faced when carrying out IIS as well as how teachers viewed IIS. The following are part of their responses.

One principal observed that teacher's attitude towards IIS was negative as follows:

> I have had issues with teachers' attitude towards IIS. They fear it and imagine that it will provide ground for victimization. I have taken time to change their view and with time am gaining ground.

Another affirmed that the attitude depended on the pressure of work as captured below:

> Teachers are positive towards IIS only when they aren't stressed with much work. When there is lots of work they out rightly repel it.

A principals opined:

> I am hampered by time seeing that there are many administrative duties a part from IIS that need my attention. None the less teachers view IIS negatively. It has been an uphill task bringing them round to appreciate that classroom observation improves their output since a majority of them imagine that it does not amount to anything while others think it is a means of fault finding.

A principal observed that it was possible to mold TOEs' attitude towards IIS as by the following response:

> At first they resisted viewing it as tiresome and a waste of time but later they were enthusiastic about it and ready to cooperate and this is bearing lots of fruit.

The interview schedules with principals on the item of attitude revealed that a part of them strongly felt that teachers attitude towards IIS was positive, another group strongly lamented that this attitude was negative while a third category indicated that TOEs would initially resist this practice but with time they would appreciate it by being enthusiastic about it and cooperating. Few of them said some TOEs were indifferent in as far as IIS was concerned. One indicated that this attitude was only positive when the TOEs were not stressed with so much school work. Another principal clarified that TOEs fear classroom observation thinking that it would provide a good ground for victimization.

These results are similar to those of Kipkurui (2013), Thembinkosi (2013) and Thobega and Miller (2008) in which teachers agreed that they had a positive attitude towards IIS and that

they did not abhor the presence of the head teacher in class. Thus confirming the suppositions of theory Y that there are workers who have an inner liking for work. On the other hand, the respondents overall results as captured by the questionnaire differ with the findings by Kariuki (2013) and Kimutai and Kosgei (2012) where teachers had a negative attitude towards IIS supervisors. However, the interview schedules with the principals unfolded that there were teachers who were negative towards this practice just as in the case of Tedele and Roelande (2014) which found that in Ethiopia many teachers feared and even resented supervision. These results imply that principals view the TOE's attitude as being positive whereas the HOD and teachers themselves view it as very positive and that none of the sets of respondents viewed it as very negative or negative. This is of great advantage to the stakeholders of IIS since according to Assefa (2016) a positive attitude enhances the outcome of this practice. It is also observable that principals have their own reservation of teachers of English's attitude towards IIS since they do not consider it to be fully very positive. This was particularly emphasized during the interview session with them. It is therefore possible that they have observed certain negative things in these teachers. The HODs and teachers themselves qualify this attitude to be very positive. This difference in opinion could be due to the shift in focus from the traditional view that supervision was inspection based in order to fault find to the modern perspective that supervision is for the purpose of guiding the TOE towards better productivity. In addition, the idea that TOE are positive towards IIS implies that teachers are self-motivated as brought out by theory Y and should be left to bring this out in their teaching. On the contrary, those with a negative attitude complies with theory X that states that teachers have an innate dislike to work and as such they must be coerced to work.

None the less, the view by TOE and HODs that their attitude is very positive could be a means to paint a perfectionist picture in order to impress since interview schedules with principals confirmed that there were teachers who were negative towards IIS and even imagined that this was a means that principals used in order to take punitive actions against them. On the part of HODs, they are actually the immediate supervisors of these teachers and it is possible that they have observed certain elements in the teachers that make them rate their attitude as such. On the contrary, they too like the teachers may also want to impress others by conveying that they have actually played their role by working on the teachers of English' attitude and it is very positive. It is thus true to conclude from all this that the teachers of English' attitude is positive. It is however, not clear how this positive attitude impacts on their teaching effectiveness. This is also what the study set out to establish.

4.4.2 Effectiveness of Teachers of English

Teaching effectiveness implied individual TOE's 2013 KCSE examination per stream. It was as presented on page 126 based on table 6. Results indicate that something is amiss in as far as teaching effectiveness is concerned. This could be a pointer of weak IIS structures, particularly with reference on TOE's attitude towards IIS. It is also possible that there are teachers who have a negative attitude towards IIS as propounded by theory X that human beings have an inherent dislike for work. As such they do not pay much attention to the teaching and learning process.

4.4.3 Influence of Teachers of English Attitude towards IIS on their teaching effectiveness

The teachers of English's attitude towards Internal Instructional Supervision (IIS) is key in this practice. Therefore a positive or negative attitude could impact on the teaching effectiveness. In a study on supervisory behavior and teacher satisfaction Glatthorn (2007) found that the improvement of the teacher- learning process was dependent upon teacher attitudes towards supervision, according to Glatthorn (2007) unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have the desired effect. It is with this in mind that this study analyses the influence of teachers of English attitude towards their teaching effectiveness in the subject. The correlation results are shown in Table 14.

Table 14: Correlation Coefficients of TOEs Attitude towards IIS and Teaching Effectiveness

Aspects Teachers' Attitude and Significant Levels	Pearson Correlation Coefficient	
	r	***p* value**
IIS is time wasting	.614	.000
IIS supervisors are bothersome	.561	.000
IIS is about fault finding	.540	.000
IIS contributes little to performance	.528	.000
IIS should not be conducted regularly	.648	.000
IIS serves no significant purpose	-.320	.000

Pearson Correlation Sig.(2-tailed) N=207 at significant level of 1.00

Source: SPSS processing

Table 14 depicts Pearson's correction coefficients of specified aspect of teachers of English's attitude towards IIS. Results reveal that there is a strong positive correlation between IIS being time wasting, supervisors being bothersome, IIS being about fault finding, IIS contributing little to performance and IIS not being conducted frequently and the teaching effectiveness. This result is in tandem with Kipkoech (2003) whose findings revealed that teachers' perception of head teachers' supervision showed significant relationship with teachers' productivity. On the other hand there exists a moderate negative relationship between IIS serving no significant purpose and the teaching effectiveness. Also the correlation coefficient is very highly significant from zero ($p<.001$).

There was further need for a linear regression analysis to predict whether certain specified variables of attitude towards IIS contributes significantly to teachers' performance. This analysis was as brought out in Table 15.

Table 15: The Regression Model of Predicting Teaching Effectiveness in English by using Teachers Attitude towards IIS

Aspect of IIS	**B**	**SEB**	***ß***	***p* Value**
Model intercept	1.950	.440	-	.000
IIS is time wasting	- .049	.090	-.055	.558
Supervisors are bothersome	.024	.094	.025	.796
IIS is about fault finding	.096	.085	.097	.263
IIS contributes little to teaching effectiveness	.189	.089	.214	.036
IIS should not be conducted frequently	.123	.079	.134	.123
IIS doesn't change the way English is taught	-.365	.112	-.234	.001
IIS serves no significant purpose	-.254	.089	-.297	.005

Note R^2 =.099

The results shown in Table 15 reveal that four variables of teachers' attitude that is IIS is supervisors are bothersome, IIS is about fault finding, IIS contributes little to teaching effectiveness and IIS should not be conducted frequently have a positive and significant correlation with teaching effectiveness but none of these predict teaching effectiveness since each of their $p > 0.05$. On the other hand IIS doesn't change the way in which English is

taught and IIS does not serve a significant purpose have a strong negative significant correlation with teaching effectiveness and that IIS is about fault finding has a weak negative significant correlation with teaching effectiveness. This implies that should teachers of English regard supervisors as bothersome, IIS to be about fault finding and that it contributes little to their teaching effectiveness or that it should not be conducted frequently then their teaching effectiveness will be negatively hampered, These results are in tandem with Thobega and Miller (2008) who found that teacher attitude determined agriculture teachers' performance. Internal instructional supervisor should therefore endeavor to promote these variables in the TOE. On the other hand whether teachers view IIS as time wasting, IIS does not change the way teaching of English is done or that it serves no significant purpose their teaching effectiveness is not affected. Hence, this variables of attitude do not affect teaching effectiveness. All in all, 10 % of teaching effectiveness can be predicted by teachers' attitude towards IIS. It is thus important that supervisors should work on TOEs attitude in order to shape it for purposes of teaching effectiveness since according to theory X there are workers who naturally dislike work and if they are allowed to have their way then their teaching effectiveness will be hampered. Therefore, supervisors should exert authority to shape their attitude towards IIS.

4.5 Influence of Teachers of English' Sensitization towards Aspects of IIS on Teaching Effectiveness

The last objective of the study set out to determine the influence of sensitization of teachers of English on Internal Instructional Supervision (IIS) on their teaching effectiveness.

4.5.1 Extent of Sensitization of TOEs towards IIS

A set of nine statements which were stated in the positive form on different areas of sensitization were used to garner responses on the extent of teachers' sensitization towards IIS. The respondents were expected to pick from a 5-point *Likert*- type scale whose response options included very great extent-5, great extent-4, not sure-3, small extent-2 and very small extent-1. Any mean score that laid between 4.00- 5.00 implied great sensitization, those that laid between 3.00- 3.99 represented fair sensitization, any that laid between 2.00-2.99 implied little sensitization while all those that fell below 2.00 were indicative of very little or no sensitization at all. The result of their responses is presented in Table 16.

Table 16: Report of TOEs on their Sensitization towards IIS

Statements on Sensitization	R	*N*	VLE		LE		NS		SE		VSE		Mean
			5		4		3		2		1		
			f	%	*f*	%	*f*	%	*f*	%	f	%	
Understanding Purpose of IIS	**T**	**215**	36	16.7	99	46	15	7	49	22.8	16	7.5	**2.29**
	P	**74**	15	20.3	35	47.3	-	-	19	25.7	5	6.8	**3.57**
	H	**74**	9	12.2	42	56.8	45	6.8	16	21.6	2	2.7	**3.54**
Outlining objectives clearly	**T**	**215**	34	15.8	109	50.7	14	6.5	40	18.6	18	4.1	**3.47**
	P	**74**	9	12.7	54	73	4	5.4	7	9.5	-	-	**3.88**
	H	**74**	9	12.7	45	60.8	3	4.1	14	18.9	3	4.1	**3.58**
Awareness of aspects	**T**	**215**	73	34	84	39.1	19	8.8	25	11.6	12	5. 6.	**3.82**
	P	**74**	17	23	45	58.1	4	5.4	8	10.8	3	4.1	**3.85**
	H	**74**	24	32.4	29	39.2	5	6.8	9	12.7	7	7.6	**3.73**
Awareness of documents	**T**	**215**	97	45.5	71	33	10	4.7	25	11.6	12	5. 6	**4.01**
	P	**74**	18	24.3	31	41.9	2	2.7	7	9.6	2	2.7	**4.14**
	H	**74**	33	44.6	30	40.5	3	4.1	5	6.8	3	4.1	**4.15**
Awareness of frequency of IIS	**T**	**215**	42	19.5	98	45.6	30	14	24	11.2	21	9.8	**3.66**
	P	**74**	18	24.3	33	44.6	4	5.4	15	20.3	4	5.4	**3.62**
	H	**74**	17	23	18	33	10	13	7	9.6	7	9.6	**3.62**
Awareness of teacher preparedness	**T**	**215**	59	27. 4	91	42.4	19	8.8	25	11.6	21	9.8	**3.66**
	P	**74**	15	20.3	46	62.2	5	6.8	4	5.4	4	5.4	**3.86**
	H	**74**	17	23	45	56.8	1	1.4	8	10.8	6	8.1	**3.76**
Awareness of type of supervision	**T**	**215**	42	19.5	98	45.6	30	14	24	11.2	21	9.8	**3.54**
	P	**74**	11	14.9	40	54	6	8.1	13	17.6	4	5.4	**3.55**
	H	**74**	10	13.5	35	47.3	13	17.6	7	9.6	9	12.2	**3.41**
Awareness of modalities of feedback	**T**	**215**	32	14.9	87	40.5	30	14	37	17.2	29	13.4	**3.26**
	P	**74**	8	10.8	43	58.1	9	12.1	10	13.5	3	5.4	**3.55**
	H	**74**	10	13.5	34	45.9	14	18.9	7	9.6	9	12.2	**3.39**
Sensitization through in-service	**T**	**215**	27	12.6	68	31.6	14	6.5	40	18.6	66	30.7	**2.77**
	P	**74**	13	17.6	27	36.5	8	10.8	13	17.6	13	17.6	**3.19**
	H	**74**	10	13.5	20	27	9	12.2	15	20.3	16	21.6	**3.01**
Total average mean score of TOE													**3.22**
Principal													**3.68**
HOD													**3.58**

Key: T = teacher; P= principal and H= head of department

Table 16 shows TOEs response on the extent of sensitization of certain specified aspects of IIS. Results reveal that respondents termed their sensitization towards understanding of

purpose of IIS, clear outline of objectives of IIS, awareness of aspects to be observed during IIS classroom observation, awareness of frequency of conducting IIS, awareness of teacher preparedness, type of supervision to be used and modalities of receiving feedback to be to a fair extent. They all termed their sensitization towards documents used in IIS to be to a great extent. Results also reveal that the response of these respondents particularly that of the teachers themselves on the extent of sensitization through in-service was to a little extent. This is congruent with the findings of Jeptarus (2014) that revealed that principals rarely provide in- service for teachers. Overall the mean for all the aspects of extent of sensitization for principals, HODs and TOEs was 3.68, 3.58 and 3.22 respectively.

During their interview schedule principals responded to the question on what sensitization programs they had put in place for the teachers of English. The following are part of those excerpts.

A principal reported that she organized various sensitization different categories of teachers as follows:

> I have organized for orientation and induction of new teachers. This I conduct in my office on the first day when the teacher/s report officially to school, more so for the pre- service teachers on teaching practice.. As for the continuing teachers I facilitate their attending of seminars and workshops though these seminars are not exclusively on IIS.

Another opined that there were various sensitization programs within the school as follows:

> We hold staff briefs as well as staff meetings that give an exposition on the school administration's expectation on how all teachers should handle professional documents and when and how classroom observation is to be carried out.

Another principal confirmed that sensitization meetings were not purely for TOE but rather encompassed all teachers as in the following response:

> Teachers of English are involved in seminars and workshops, departmental meetings and induction programs. These are however not specific for teachers of English but involve the entire staff.

The following is the response of one of the QASOs on sensitization programs that they had drawn up for teachers of English, how these teachers response towards the programs was and what they thought could be done to promote IIS.

> I can't really say they are specific ones for English and just on IIS. What happens is that interested bodies such as National Education Service (NES) organize for seminars and workshops for teachers of English. Nonetheless, the Ministry of Education organizes for workshops for the teachers who are approaching retire. Their response towards these programs has been positive though it has all depended on the availability of funds. For IIS to be fully maximized there is need to invest more funds in the sensitization of these teacher towards it.

From these responses it is clearly brought out that principals reported that teachers are sensitized on IIS through various fora. These included seminars and workshops, staff meetings and staff briefs as well as departmental meetings. Other principals confirmed that newly deployed teachers and those on teaching practice are sensitized on IIS through meetings in the principal's office, a kind of one to one sensitization as observed by. In addition interview schedules with QASOs also confirmed that there were sensitization seminars that were organized occasionally by the Ministry of Education for TOEs to be equipped with information on curriculum implementation and teacher welfare as deemed important.

These results on Table 16 imply that the respondents are well aware of the documents that are used in IIS. This could be due to the fact that they handle these documents on a daily or weekly basis since most of those documents require being updated. These results also imply that respondents are fairly aware of other aspects of IIS such as its purpose, frequency, objectives, teacher preparedness, type and modalities of receiving feedback.

It is also clear from these results that little sensitization in form of in- service has been done. In real sense sensitization in-service is rare. This is in concurs with the study by Jeptarus (2014) and Kipkurui (2012) which found that in- service was rare. They contravene Glanz (2013) assertion that a teacher is expected to get 8 hours of in-service training a year. They confirm the assertion by Assefa (2016) that supervisors are not putting the necessary effort in providing in-service training to enhance teaching effectiveness and so the recommendation of Indoshi (1999), Okwach (2009) and Usman (2015) have not been appropriated in the teaching of English in Kakamega County. The teachers' stand point of rare in-service is confirmed by the interview schedules. As much as interview schedules with principals and QASO indicated that in-service training is conducted but as it was noted these are not fully on IIS practices but rather on general issues that concern a teacher's professionalism. Thus it is a confirmation of Kipkurui (2012) that teachers are not provided with in-service due to poor funding. This is detrimental to IIS since those teachers who have an inner dislike for work as propounded by theory X may take advantage of this state of affairs to down their tools with the claim that the administration is not concerned with their sensitization towards IIS. This could be due to limited resources, lack of awareness by its stakeholders about its significance to teaching effectiveness or simply a carefree attitude. With such a state of affairs then there is need to find out the influence of sensitization of teachers of English on their teaching effectiveness so that all stakeholders of IIS may embrace it as a worthwhile practice.

4.5.2 Teaching Effectiveness of TOE

Teaching effectiveness implied individual TOE 2013 KCSE examination per stream. This is depicted in table 6 on page 126. Results show that there is something amiss in the subject

which could sprout from teaching ineffectiveness which is as a result of weak or inadequate IIS structures, particularly with reference to sensitization of TOE towards IIS.

4.5.3 Influence of Sensitization of TOEs towards IIS

It was important to establish the influence of sensitization of TOEs towards IIS on their teaching effectiveness. Table 17 below shows this association.

Table 17: Sensitization towards IIS as a Predictor of Teaching Effectiveness

R	*R* Square	Adjusted *R* Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	*F* Change	df1	df2	Sig. *F* Change
.378[a]	.143	.104	1.067	.104	3.709	9	209	.000[a]

The results generated from the data show:

a) Predictors (constant), awareness of documents, objectives clearly outlined, awareness of aspects of IIS, awareness of frequency of IIS, teacher preparedness, awareness of type of IIS, awareness of modalities of feedback, TOE personally attending in-service

b) Dependent variable: Teachers' mean scores in 2013 KCSE

Source: SPSS processing

The results of Table 17 suggest that awareness of aspects of IIS is a significant predictor (R^2= 0.104, F (9,209) = 3.709, p=0.000< 0.05) of teaching effectiveness. Thus, 0.104(10.4%) of teaching effectiveness that can be predicted by the awareness of aspects of IIS.

Regression analyses was further used to test which of the predictors contributed most to professional development. Table 18 shows these results

Table 18: The Regression Model of Predicting Teaching Effectiveness using Sensitization of TOE towards IIS

Aspect of IIS	*B*	SEB	ß	*p* Value
Model intercept	2.935	.222	-	.000
Understanding purpose of IIS	.086.	.097	.093	.376
Objectives of IIS spelt out	-.148	.097	-.158	.127
Awareness of aspects checked	-.182	.095	-.196	.056
Awareness of documents	-.014	.087	-.015	.877
Awareness of frequency of IIS	-.103	.089	.109	.250
Teacher preparedness	.078	.088	.088	.375
Awareness of type of IIS	-.119	.101	-.134	.242
Awareness of mode of feedback	-.195	.105	-.222	.065
Sensitization through in- service	.008	.062	.010	.899

Results in Table 18 revealed that at the standardized ß we can observe that a weak but significant positive relationship is found for four of the predictors: understanding of purpose of IIS (ß .097), awareness of frequency of IIS (ß .109), teacher preparedness (ß .088) and TOE personally attending in-service (ß .010). Thus understanding the purpose of IIS, awareness of frequency of IIS, teacher preparedness and TOE personally attending in-service are contributing more towards teaching effectiveness than the rest of the variables. This confirms Olawole (2009) findings that conferences and seminars contribute to classroom performances. However, none of these four aspects show a significant positive relationship with teaching

effectiveness in English and thus are not significantly related to teaching effectiveness. This has an implication that stakeholders of IIS should invest more in sensitizing TOE on frequency of IIS and following it up by ensuring that the practice is conducted frequently. They should sensitize teachers on their preparedness towards the practice in order for it to give better outcome. Most important, they should sensitize teachers on aspects of IIS through in-service. They can use this in cases where teachers do not have an inner drive for work as exemplified by theory X to motivate teachers who comply with the school's guidelines so that that are always propelled towards the right direction.

Owing to the fact that teachers are more sensitized to professional documents which have been found to bear a negative significance with teaching than they are sensitized through in-service which has positive significance to teaching effectiveness is the reason for the minimal performance in the subject since a lot of precious limited time and resources have been channeled to the wrong variable.

In conclusion, of the four variables of IIS, 23% of the variable teaching effectiveness is contributed by type of supervision used during IIS, then 12 % of the variable teaching effectiveness is contributed by sensitization of TOE towards IIS, 10 % of teaching effectiveness is contributed by the variable teachers' attitude towards IIS while 6% of teaching effectiveness is contributed by frequency of conducting IIS. This implies that stakeholders of IIS should invest in all these four variables but with the highest priority in type of IIS used and sensitization towards IIS which are significant to TE.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings of the Study

This final chapter reviews the main empirical findings of the study, the conclusions regarding the main empirical findings presented and discussed in this thesis and provides recommendations for policy and finally presents suggestions for further research based on the study's findings.

The study was an assessment of the influence of Internal Instructional Supervision (IIS) on teaching effectiveness in English in secondary schools in Kakamega County, Kenya. To facilitate this assessment the following were the study's objectives:

1. Determine the influence of frequency of internal instructional supervision on teaching effectiveness in English in Kakamega County.
2. Establish the influence of the type of internal instructional supervision used on teaching effectiveness in English.
3. Establish the influence of teacher's attitude towards internal instructional supervision on their teaching effectiveness in English.
4. Establish the influence of sensitization of teachers towards internal instructional supervision on their teaching effectiveness in English.

This study used *ex post facto*, descriptive and correlation study designs. The researcher did not have a direct control of independent variables because their manifestations have already occurred. Inferences about relations among variables were made without intervention of variation of independent and dependent variables. In the study the researcher was not able to

manipulate the frequency of IIS and its influence on the teaching effectiveness as they had already occurred. Similarly, the chain of intervening variables, the frequency of aspects of IIS, the types of IIS used, the attitudes of teachers' of English towards IIS and sensitization of these teachers towards IIS had already occurred. The challenge in the study thus was how to control over the variables, hence the complement by use of a second study design; the survey study design.

Survey researchers sample many respondents who answer the same questions, measure many variables, test multiple hypothesis and infer temporal order from questions about the past behavior, experiences, or characteristics. In the study, answers were sought from the various respondents on the influence of IIS on the teaching effectiveness in English. The schools in Kakamega County were sampled following an elaborate strategy that sought to ensure that all categories and types of schools were involved in the study. Four categories of respondents including Quality Assurance and Standards Officers, principals, HODs and teachers of English were involved in the study. In the sampled schools all 74 principals and 74 HODs were included as well as 215 form four TOE.

Data was obtained by use of questionnaires, interview schedules and analysis of documents. Data analysis was facilitated by use of SPSS (Statistical Package of Social Sciences) Computer package version 21.0 Descriptive statistics such as frequency distribution, percentages and means were calculated and data presented in form of tables. Statistical inferential analysis including correlation and linear regression were carried out to establish the relationships and level of significance between various variables.

The summary of findings along the study objectives are presented as follows.

5.1.1 The Influence of Frequency of IIS on Teaching Effectiveness

The first objective sought to determine influence of frequency of IIS on teaching effectiveness. In the study different categories of respondents were used. These included Quality Assurance and Standards Officers, principals, HODs and teachers of English. Various aspect of IIS were outlined to the respondents against which they assigned varied frequency as follows.

First, as concerned the frequency at which different schools conducted classroom observation, results confirmed that there was uniformity in the manner in which respondents projected this frequency. More specifically, the teachers' results which were congruent with those of principals and HODs revealed that only 23 (10.7%) had been observed according to the scheduled frequency of once per term which was frequent check. Another 76(35.5%) of them had been observed annually this implied rare check, while many of them 116(53.8%) had never been observed teaching in class that is no check. This implied that teachers were rarely observed teaching and many were not observed teaching at all. In general, this frequency was very low as it accrued a mean score of 1.57. With such a low check of TOEs teaching it is not easy to keep track of what the teacher is teaching in class so as to reinforce areas of strength and suppress areas of weakness. Interview schedules with QUASOs brought to the fore that classroom observation was supposed to be conducted termly whereas professional records were to be checked fortnightly as stipulated in the TPAD. On the other hand interview schedules with principals confirmed the results accrued through questionnaires that there were schools that frequently conducted IIS. This was carried out by frequently observing teachers in classroom as well frequently checking their professional records. On the contrary, some schools rarely observed their TOE and others never observed their teachers in class. Principals

further confirmed that they involved deputy principals, director of studies, HODs and other teachers in conducting IIS. Equally, document analysis revealed that the records of classroom observation were submitted to the principal for scrutiny and they were filed in this office as well as those of the deputy principal, director of studies and HODs.

All this implied that the outline on the frequent check of teachers conducting classroom observation of teachers has not been enforced. As a result of this, schools have not taken classroom observation of teachers seriously since many of them rarely observe their teachers and many more have not fully adopted this practice. This is a pointer to the fact that there is no clear channel of communication on matters of frequency of classroom observation so as to inform stakeholders of IIS about the expected frequency of conducting classroom observation and even if such a forum exists there are no mechanisms put in place to monitor and enforce classroom observation of teachers in these schools.

As pertained to the frequency of checking professional documents and students' notes TOE result revealed that top on the list of checked professional documents was teachers' attendance to lessons which accrued a mean score of 4.78. Then, records of work came next with a means score of 4.44. Thirdly was the lesson plan with a means core of 3.95. Then fell in place schemes of work with a means score of 3.47 and lastly among the professional documents was perusal of academic results with a mean score of 3.19. Hence attendance of teachers' record was rated highest since it was always checked. Records of work covered, lesson plan and schemes of work were frequently checked while perusal of academic results reports was just fairly checked. Lastly, the frequency of checking students' notes accrued a mean score of 3.91 which surmounted to a frequent check. Interview schedules with principals confirmed that they checked these records and advised TOE accordingly.

Correlation coefficient results revealed that for all the aspects checked there existed a positive relationship with the teaching effectiveness albeit a weak one. Pearson Product moment Correlation analysis had an *r* value of .293 and *r*= .300[a] implying a weak correlation between frequency of checking the aspects of IIS and teaching effectiveness. None the less frequency of checking aspects of IIS are significant to teaching effectiveness. In addition, only personal visitations to observe teachers predict teaching effectiveness. Overall, 6% of teaching effectiveness could be predicted by frequency of conducting IIS.

5.1.2 Influence of Type of Supervision on Teaching Effectiveness

In this study, TOE results revealed that collaborative type of supervision was the most commonly used approach as is stipulated in the TPAD. This was a confirmation of results in other studies. Its various variables accrued an average mean score of 3.36. Non- directive type of supervision came second with an average mean score of 3.36 while the directive information type had an average mean score of 2.74. In the same breath, a majority of the respondents preferred the collaborative type of supervision to the non- directive and directive informational types. Their main reasons for this preference touched on the fact that it upheld team work spirit; was all inclusive; involved respect of both parties; less intimidating and that it yielded more ideas among other reasons.

Few respondents preferred non- directive since it gave the TOE more autonomy which was advantageous to the TOE owing to the fact that it is the TOE that fully knows and understands their student. These two categories of respondents confirmed assertions in theory X that humans, in this case teachers, have an inherent liking for work and do not need to be coerced. Some respondents preferred directive informational type with the claim that supervisors were

the expertise in IIS. Interview schedules with QUASOs revealed that it was recommended that internal instructional supervisors use the collaborative type. Many principals mentioned that they used collaboration also, although a number of them opted for directive informational type with the claim that there were TOE who were rigid and need a firm hand. Yet still some said that they used non-directive type so as to allow TOE opportunity for innovation.

Regression analysis revealed that all the variables of non- directive type of supervision except 'you state the way forward for future observation' had a negative weak relationship with teaching effectiveness. Hence TOE should not be fully left to work on their own. All variables of collaborative type of supervision had a positive relationship to teaching effectiveness except 'both of you give your views on how to be observed' which had a negative weak relationship with teaching effectiveness. The results also revealed that all variables of directive informational type of supervision had a weak but positive relationship to teaching effectiveness. However, of all the variables that had a positive significance to teaching effectiveness only two aspects of collaborative type IIS 'both of you give views on how observation was like' and 'both of you give views on way forward' showed a significant positive relationship with teaching effectiveness implying that only 'both of you give views on how observation was like' and 'both of you give views on way forward' predict teaching effectiveness. This implied that stakeholders of IIS had to prioritize collaborative and directive informational types over non- directive type. All in all, 23% of teaching effectiveness could be predicted by type of IIS

5.1.3 TOE's Attitude towards IIS on their Teaching Effectiveness

The study's findings revealed that the TOE's attitude towards IIS is very positive. All variables underscored in TOEs attitude towards IIS accrued high means scores of between 3.74- 4.29 resulting to an average mean score 4.02. This was the highest mean score of all four variables of IIS. However, none of its variables attained the maximum mean score of 5.00. It confirmed the validity of theory X that humans have an inherent pleasure for work and are naturally inclined towards it. This was a confirmation of the interview schedule with principals. A majority of them confirmed that this attitude was positive. Others categorized it as negative explaining that teachers detest it and consider it to be a fault finding venture. On a more positive outlook some principals observed that the attitude had been negative but with consistent encouragement it had changed and TOE finally embraced it.

More specifically, there was a strong positive relationship between IIS not being time wasting, supervisors not being bothersome, IIS being about fault finding , IIS not contributing to performance and IIS not being conducted regularly to teaching effectiveness. On the other hand, there was a moderate negative relationship between IIS serving no significant purpose and teaching effectiveness. This implied that the attitude TOE had towards IIS mattered and so its stakeholders must inculcate a positive attitude in them. Overall 10 % of teaching effectiveness was contributed by teachers' attitude towards IIS.

5.1.4 Sensitization of TOEs towards IIS on their Teaching Effectiveness

Results revealed that the mean score for various variables under scrutiny for extent of teachers sensitization towards IIS laid between 2.29- 4.01 realizing an average mean score of 3.22. This implied that TOE were fairly sensitized towards IIS. Interview schedules with QUASOs

revealed that there were mechanisms put in place to sensitize TOE through in-service though these were not exclusively on IIS and were subject to the availability of funds and facilitation by the Ministry of Education. The interview schedules with principals brought to the fore that they sensitized teachers through staff briefs, staff meetings, induction programs of new teachers as well as in-service. Though again in-service was pegged on the availability of funds.

More specifically, TOE's results indicated that respondents were greatly sensitized on professional documents used in IIS but they were fairly sensitized on objectives of the practice, aspects that are observed, frequency of IIS, teacher preparedness and modalities of receiving feedback. Worst of all, there was little sensitization of IIS through in- service and understanding purpose of IIS.

In conclusion, a weak but positive relationship was found for four of its variables which were understanding of purpose of IIS, awareness of frequency of IIS, sensitization about teacher preparedness and sensitization through in-service. Nonetheless, sensitization towards IIS is a significant predictor of TOE's teaching effectiveness and 10.4% of teaching effectiveness can be predicted by this sensitization.

5.2 Conclusions

This study arrives at the following conclusions

5.2.1 Frequency of IIS on Teaching Effectiveness

Concerning frequency of IIS, the study established that many teachers had not been observed teaching in class and few TOE were observed according to the schedule which is once per

term and therefore there is rare observation of TOE in class teaching. With such low frequency not much can be achieved in terms of teaching effectiveness. It will not be easy to keep track of teachers teaching in class so as to reinforce the points of strength and suppress their points of weakness. Also, incompetence in teaching will not be detected. In addition newly trained teachers suffer greatly since they are left to their own wimps to battle through lesson delivery. Other teachers can also easily drift into storytelling and other non-fruitful pass time activities that are non-beneficial to students, thereby lowering students' achievement.

This study also concludes that there are lapses in frequency of classroom observation of teachers in such a way that some teachers are not observed teaching. This is concluded from the premise that, first there are schools that do not observe their teachers teaching in class, secondly, the schedules of observing of TOE have not captured all teachers at each specified time and lastly, other schools observe their teachers after long stretches of time. Equally, at this frequency teacher who do not have an inner inclination towards work as per theory X, will not perform as per the expectation and this hampers their teaching effectiveness. Thus, because teaching is not closely monitored and since IIS results to teaching effectiveness which in turn shapes up students' achievement therefore performance of English is poor in this County.

The frequency of checking professional documents was higher than that of classroom observation. Among the professional documents, teacher attendance to lessons and records of work were the most checked while lesson plan and academic results reports were the least checked. Also, there is lack of uniformity in the frequency of checking students' notes. This is reason enough to conclude that the frequency assigned to this item was based on guess

work and/or students' notes are not checked at all. Nonetheless, the checking or not checking of these documents is of little or no significance to teaching effectiveness.

Equally, on a broader spectrum classroom observation which has a positive significant relationship with teaching effectiveness is less prioritized than professional documents which do not. Thus, stakeholders of IIS do not understand which variable of IIS contributes more to teaching effectiveness. This is why much attention has been given to professional documents and little is being done under frequency of classroom observation of teachers. Hence, the practice of IIS is being carried out without the understanding that its frequency is significant to teaching effectiveness and this is the reason performance of English in the County is low.

5.2.2 Influence of Type of IIS on Teaching Effectiveness

As pertained the influence of type of IIS used on teaching effectiveness it is evident that a number of things can be concluded. First, collaborative type of supervision is the most preferred. This is because it is a means of team work; is all inclusive; less intimidating; not punitive and allows creativity among other reasons. Thus confirming theory Y that humans have an inclination towards work. It was equally the most significant in as far as teaching effectiveness is concerned. Thus it should be adopted by all schools. Secondly, the non-directive type was preferred after the collaborative type because it gives monopoly to the teachers of English and allows them to be creative in as far as dealing with their own students is concerned. On the contrary, in terms of effectiveness it is the least effective since all its various variables had a negative correlation with teaching effectiveness except only one: you state the way forward for future observations. Therefore it should only be used after the other two types have been used. Lastly, this study concludes that the directive informational type

which was rated least in terms of respondents preference because of the fact that it is intimidating is second after the collaborative type in terms of teaching effectiveness and should therefore be considered second and be adopted by schools. Stake holders of IIS should take advantage of the fact that TOE are willing to collaborate with them and come up with programs that will strengthen IIS so as to enhance teaching effectiveness.

5.2.3 Influence of Attitude of TOE towards IIS on the Teaching Effectiveness

Concerning the influence of TOE attitude towards IIS on teaching effectiveness, this study concludes that TOE attitude towards IIS is positive and this is in tandem with theory Y that humans are naturally propelled to work as such internal instructional supervisors should take advantage of this to conduct it frequently. None the less the attitude of TOE towards IIS is not a significant factor of teaching effectiveness and therefore whether a teacher feels positive or negative this does not affect their teaching effectiveness.

5.2.4 Influence of Sensitization of TOE towards IIS on Teaching Effectiveness

Finally, this study concludes that TOE have been greatly sensitized on professional documents but least sensitized on purpose of IIS and they are rarely sensitized on matters of IIS through in-service and this has hampered teaching effectiveness since sensitization through in-service correlates with teaching effectiveness and on a broader spectrum sensitization towards IIS is significant to teaching effectiveness and should be given first priority by stakeholders of IIS.

5.3 Policy Recommendations

Based on the findings of the study, policy recommendations are outlined in this section.

1. Generally, results revealed that the frequency of conducting classroom observation was rare but that checking professional documents and students' notes were fairly checked. However, frequency of conducting classroom observations has a positive significance to teaching effectiveness than the rest. In view of this, this study recommends that:
    a) The internal supervisors should be sensitized on influence of frequency of conducting classroom observation of teachers of English on teaching effectiveness, especially the principals who have other duties that eat into their time.
    b) These again, should conduct regular classroom observation of teachers at a frequency of once per term as they are expected to do.
    c) Classroom observation of teachers should not be solely the responsibility of principals, their deputies and HODs, but rather peer teachers should be brought on board as these are readily available and can thus lead to increase in frequency of these observations.
    d) All the documentations in IIS should be checked regularly at a frequency of weekly with particular emphasis on schemes of work, lesson plan and perusal of academic results reports.
    e) Internal instructional supervisors should be more concerned with the quality of teaching but not merely checking the professional documents and teacher classroom attendance so as to enhance teaching effectiveness.

2. The study also investigated the influence of type of supervision on teaching effectiveness. It thus recommends that
    a) All internal instructional supervisors in secondary schools should fully embrace collaborative type of supervision during classroom observation of teachers. This is because it has a positive significance to teaching effectiveness and also it is the most preferred by teachers, principals and HODs and
    b) Internal instructional supervisors need to prioritize directive informational type of supervision after collaborative and before the non- directive type since it is more significant than the later.
3. The study established that TOE's attitude towards IIS is positive. In view of this, this study recommends that
    a) All stakeholders of IIS should take advantage of this positive attitude to conduct frequent IIS.

4) The study established that teachers are more sensitized towards professional documents than purpose of IIS and they are rarely sensitized through in- service which has positive significance to teaching effectiveness. As a result of this study recommends that
    a) Principals, deputy principals and HODs should create fora within the school which will be used as avenues of sensitizing teachers of English towards IIS so as to enhance their teaching effectiveness.
    b) Quality Assurance and Standards Officers should organize for workshops and seminars for sensitizing teachers' of English towards IIS as this will enhance their teaching effectiveness.

c) The Ministry of Education should organize for in- service courses on IIS for teachers of English and also furnish schools with funds for strengthening IIS for purposes of teaching effectiveness.

d) The Ministry of Education should also organize in-service courses for internal instructional supervisors so as to equip them with supervisory skills such as tact and interpersonal nuggets to ensure the teachers of English are motivated towards a better and more productive teaching rather than fault finding, coach them on significance of IIS, impress upon them the need for observing guidelines of frequency of IIS and the need to greatly sensitize their teachers on IIS through in- service.

5.4 Suggestions for Further Research

On the basis of the findings of this study, the following suggestions were made for further research.

1. The same study can be replicated in other regions to find out if the findings hold.
2. Since there were schools that did not practice classroom observation of teachers there is need for a study to establish factors that hinder this practice.
3. A different study could concern itself with an in depth look into perceptions and attitudes of teachers and how these impact on internal instructional supervision.
4. A study should set out to find out the different components of professional records and how this influence teaching effectiveness.

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APPENDIX A

PRINCIPALS' QUESTIONNAIRE (PQ)

The purpose of this questionnaire is to investigate influence of internal instructional supervision (IIS), which in this case refers to both classroom observation and perusal of professional documents, on teaching effectiveness of English in secondary schools. All your responses and information will be treated with utmost confidentiality and only used for analytical purpose of the study. Please share your views by filling in the blank spaces or putting a tick (√) in the appropriate spaces that correspond with your responses.

Section A

General Information

1.) Gender Male……. Female…….

2.) Name of school…….

3.) Category of school: National ( ) Extra County ( ) County ( )

Sub County ( ) Private ( )

4) Your highest level of education and training attained

Diploma ( ) Bachelor's Degree ( ) Masters ( ) PhD ( )

5.) For how long have you been head in this school? …….. Years. In other

Schools…….years

Section B: Statements on frequency of internal instructional supervision

1. How often does the school conduct classroom observation of teachers of English?
Weekly…….Monthly…….. Once per term…….. Annually……Never……

Any other, specify……

2. Please state the years and dates (if available) of the internal supervision.
…….....
.....

3. How many times have you supervised the form four teachers of English while they were teaching in class in the last five years

Once ( ) Twice ( ) Thrice ( ) Four times ( ) five times ( ) Never ( ) any other, please specify.....

b) Do you think this is satisfactory? Yes ( ) No ( ) Not sure ( )

c) Give a reason for your answer in (b) above.....

.....

.....

4.) In as far as the English language is concerned, what do you as supervisor

look at during internal instructional supervision?

Schemes of work …… Lesson plan ..……..

Teaching methods ……. Teacher preparedness …….

Students' participation …..... Lesson presentation …….

Teaching and testing policy …….

Others (please specify)……

.....

1.) Please indicate using a tick (√) against each of the following concerning the principal or deputy principals' frequency of checking the following professional documents and classroom observation of teachers of English in the English subject.

Document/ Frequency	Weekly	Monthly	Term	Yearly	Never
Schemes of work					
Lesson plan					
Teachers'attendance to lessons					
Students'notes					
Personal visitation of lessons					
Perusal of academic reports					

Section C: Statements on type of supervision used

The following 15 questions are on internal instructional supervision with particular emphasis on the type of classroom observation of teachers of English (TOE) by principals, their deputies, HODs, subject heads or peer teachers. Indicate your personal observation /experience by ticking against the response that best describes your experience during this observation about what goes on in your school on the scale of Very Large Extent (VLE), Large Extent (LE), Not Sure (NS), Small Extent (SE) and Very Small Extent (VSE)

	STATEMENT	**VLE**	**LE**	**NS**	**SE**	**VSE**
1.	TOE requests to be observed	…	…	…	…	…
2.	TOE comes up with the specific areas to be observed	…	…	…	…	…
3.	TOE informs the supervisor what you would want the observation to be like	…	…	…	…	…
4.	TOE solely informs the supervisor what the observation process was like	…	…	…	…	…
5.	TOE states to the supervisor the way forward for future observations	…	…	…	…	…
		…	…	…	…	…
6.	Both you and TOE agree on when you should be observed	…	…	…	…	…
7.	You both come up with the specific areas to be observed	…	…	…	…	…
8.	Both of you give your suggestions on how the process should be like	…	…	…	…	…
9.	After the observation both of you give your views on how the classroom teaching was done	…	…	…	…	…
10.	You both agree on the way forward for better teaching	…	…	…	…	…
11.	As supervisor inform TOE when the observation will be done	…	…	…	…	…
12.	You dictates to TOE the areas to be observed	…	…	…	…	…
13.	You inform TOE how the observation process will be like	…	…	…	…	…
14.	You inform TOE on what they needed to do	…	…	…	…	…

15. You inform TOE what they should do to

to improve your teaching for the next observation … … … … …

Section D: Statements on attitude of teachers of English towards internal instructional supervision

1.) To the best of your knowledge using a 1-5 scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) indicate your response on the following aspects on how teachers of English view internal instructional supervision.

Statements on Attitude	SA	A	U	D	SD
1. Classroom observation of teachers of English is time wasting	...	...	...	...	...
2. Internal instructional supervisors are bothersome	...	...	...	...	...
3. Classroom observation is about fault finding	...	...	...	...	...
4. Internal instructional supervision contributes very little to a teacher's performance	...	...	...	...	...
5. Classroom observation should not be conducted frequently	...	...	...	...	...
6. Internal Instructional Supervision does not change in any way the way English is taught	...	...	...	...	...
7. Internal Instructional Supervision serves no significant purpose	...	...	...	...	...

2a.) Generally speaking what is the attitude of teachers of English towards internal instructional supervision? Positive ( ) Negative ( ) Not sure ( )

2b) Explain your response in (a) above.....

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Section E: Statements on sensitization of teachers of English about internal instructional supervision

Using a 1-5 scale of Very Large Extent (VLE), Large Extent (LE), Not Sure (NS), Small Extent (SE) and Very Small Extent (VSE), indicate the extent to which you agree that teachers

of English have been sensitized towards the following aspects Internal Instructional Supervision (IIS)

	STATEMENT	VLE	LE	NS	SE	VSE
1.	Understanding the purpose of IIS	...	...	...	...	...
2.	Clearly being outlined to, the objectives of IIS	...	...	...	...	...
3.	Awareness about aspects to be observed during classroom observation	...	...	...	...	...
4.	Awareness of documents that are checked in IIS	...	...	...	...	...
5.	Awareness of frequency of conducting classroom observation	...	...	...	...	...
6.	Teacher preparedness before classroom observation	...	...	...	...	...
7.	Awareness on the type of supervision used	...	...	...	...	...
8.	Awareness on the modalities of receiving feedback of IIS	...	...	...	...	...
9.	Teachers of English personally attending in-service on Internal Instructional Supervision for more sensitization on it	...	...	...	...	...

What recommendations would you give on how Internal Instructional Supervision can be improved upon so that it will have a significant impact on teachers of teaching effectiveness at secondary schools?

……
…….....
.....

Thank you for all your input, God bless you.

APPENDIX B

HEAD OF LANGUAGE DEPARTMENT QUESTIONNAIRE

This questionnaire is intended to collect data for purely academic purposes. The study seeks to investigate influence of internal instructional supervision (IIS), which in this case refers to both classroom observation and perusal of professional documents, on teaching effectiveness in English. All information will be treated with strict confidence. Please answer all questions as indicated by either filling in the blank or ticking the option that applies.

Section A: Demographic data

i.) Gender Male……. Female…….

ii.) Highest level of Education and training attained

Certificate ( ) Diploma ( ) Bachelors Degree ( ) Bachelors-Working on Masters ( )

PhD ( )

iii.) Work experience in years ……years

iv.) Number of years as Head of Department……years

v.) Number of years in current station……years

Section B: Statements on frequency of internal instructional supervision

1.) How often does the school conduct classroom observation of teachers of English?

Weekly…….Monthly…….. Once per term…….. Annually……Never…….

Any other, specify……

2.) Please state the years and dates (if available) of the internal supervision.

..…….....

.....

3.) How many times have you observed the form four teachers of English while they were teaching in class in the last five years

Once ( ) Twice ( ) Thrice ( ) Four times ( ) five times ( ) Never ( ) Any other, please specify.....

b) Do you think this is satisfactory? Yes ( ) No ( ) Not sure ( )

c) Give a reason for your answer in (b) above.....

.....

.....

2.) Please indicate using a tick (√) against each of the following concerning the principal or deputy principals' frequency of checking the professional documents and classroom observation of teachers in the English subject:

4.) In as far as the English language is concerned, what do you as supervisor

look at during internal instructional supervision?

Schemes of work …… Lesson plan ..…..

Teaching methods ……. Teacher preparedness …….

Students' participation …..... Lesson presentation …….

Teaching and testing policy …….

Others (please specify)……..

.....

Document/ Frequency	Weekly	Monthly	Term	Yearly	Never
Schemes of work					
Lesson plan					
Teachers'attendance to lessons					
Students'notes					
Personal visitation of lessons					
Perusal of academic reports					

Section C: Statements on type of supervision used

The following 15 questions are on internal instructional supervision with particular emphasis on the type of classroom observation of teachers of English (TOE) by principals, their deputies, HODs, subject heads or peer teachers. Indicate your personal observation /experience by ticking against the response that best describes your experience during this observation about what goes on in your school on the scale of Very Large Extent (VLE), Large Extent (LE), Not Sure (NS), Small Extent (SE) and Very Small Extent (VSE)

	STATEMENT	VLE	LE	NS	SE	VSE
1.	TOE requests to be observed	…	…	…	…	…
2.	TOE comes up with the specific areas to be observed	…	…	…	…	…
3.	TOE informs the supervisor what you would want the observation to be like	…	…	…	…	…
4.	TOE solely informs the supervisor what the observation process was like	…	…	…	…	…
5.	TOE states to the supervisor the way forward for future observations	…	…	…	…	…
		…	…	…	…	…
6.	Both you and TOE agree on when you should be observed	…	…	…	…	…
7.	You both come up with the specific areas to be observed	…	…	…	…	…
8.	Both of you give your suggestions on how the process should be like	…	…	…	…	…
9.	After the observation both of you give your views on how the classroom teaching was done	…	…	…	…	…
10.	You both agree on the way forward for better teaching	…	…	…	…	…
11.	As supervisor inform TOE when the observation will be done	…	…	…	…	…
12.	You dictates to TOE the areas to be observed	…	…	…	…	…
13.	You inform TOE how the observation process will be like	…	…	…	…	…
14.	You inform TOE on what they needed to do	…	…	…	…	…

15. You inform TOE what they should do to

to improve your teaching for the next observation … … … … …

Section E: Statements on attitude of teachers of English towards internal instructional supervision

1.) To the best of your knowledge using a 1-5 scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) indicate your response supervision.

Statements on Attitude	**SA**	**A**	**U**	**D**	**SD**
1. Classroom observation of teachers of English is time wasting	...	...	...	...	...
2. Internal instructional supervisors are bothersome	...	...	...	...	...
3. Classroom observation is about fault finding	...	...	...	...	...
4. Internal Instructional Supervision contributes very little to a teacher's performance	...	...	...	...	...
5. Classroom observation should not be conducted frequently	...	...	...	...	...
6. Internal Instructional Supervision does not change in any way the way English is taught	...	...	...	...	...
7. Internal Instructional supervision serves no significant purpose	...	...	...	...	…

2a.) Generally speaking what is the attitude of teachers of English towards internal instructional supervision? Positive ( ) Negative ( ) Not sure ( )

2b.) Explain your response in (a) above.....

.....
.....

Section F: Statements on sensitization of teachers of English about internal instructional supervision

Using a 1-5 scale of Very Large Extent (VLE), Large Extent (LE), Not Sure (NS), Small Extent (SE) and Very Small Extent (VSE), indicate the extent to which you agree that teachers of English have been sensitized towards the following aspects Internal Instructional Supervision (IIS)

	STATEMENT	VLE	LE	NS	SE	VSE
1.	Understanding the purpose of IIS	...	...	...	...	...
2.	Clearly being outlined to, the objectives of IIS	...	...	...	...	…
3.	Awareness about aspects to be observed during classroom observation	...	...	...	...	...
4.	Awareness of documents that are checked in IIS	...	...	...	...	…
5.	Awareness of frequency of conducting classroom observation	...	...	...	...	...
6.	Teacher preparedness before classroom observation	...	...	...	...	...
7.	Awareness on the type of supervision used	...	...	...	...	…
8.	Awareness on the modalities of receiving feedback of IIS	...	...	...	...	…
9.	Teachers of English personally attending in-service On Internal Instructional Supervision for more sensitization on it	...	...	...	...	...

What recommendations would you give on how Internal Instructional Supervision can be improved upon so that it will have a significant impact on teachers of English's performance at secondary schools?

……
…….....
.....

Thank you for all your input, God bless you.

APPENDIX C

TEACHER OF ENGLISH QUESTIONNAIRE (T/Q)

The purpose of this questionnaire is to investigate influence of internal instructional supervision (IIS), which in this case refers to both classroom observation and perusal of professional documents, on performance of teachers of English in secondary schools. Kindly respond to each question by providing appropriate responses. Please note that there is no right or wrong answer. The researcher wants to know your honest opinion on various issues concerning internal instructional supervision. All your responses and information obtained will be treated with utmost confidentiality and only used for analytical purpose of the study.

Section A: Personal data

1.) Name of school……
2.) Category of school: National ( ) Extra County ( ) County ( )
Sub County ( ) Private ( )
3.) Gender Male……. Female…….
4.) Highest level of Education and training attained
Certificate ……. Diploma……. Bachelors Degree……

Bachelors (Working on Masters) …….Masters……. PhD……

5.) How many years have you taught since you finished college……years

6.) For how long have you taught in this school……..years

7.) Number of years you have taught examination class. ……. Years

8.) What was your personal mean score of your English form four stream in KCSE results of the year 2013 .....

Section B: Statements on frequency of internal instructional supervision

3.) How often does the school conduct classroom observation of teachers of English?
Weekly……Monthly…….. Once per term…….. Annually……Never…….

Any other, specify……

4.) Please state the years and dates (if available) of the internal supervision.
..…….....

.....

5.) How many times have you been observed teaching by either the your principal or deputy principal in the last five years

Once ( ) Twice ( ) Thrice ( ) Four times ( ) five times ( ) Never ( ) Any other, please specify.....
b) Do you think this is satisfactory? Yes ( ) No ( ) Not sure ( )
c) Give a reason for your response in (b) above.....
.....
.....

6.) Please indicate using a tick (√) against each of the following concerning the principal or deputy principals' frequency of checking the following professional documents and classroom observation of teachers of English in the English subject:

Document/ Frequency	Weekly	Monthly	Term	Yearly	Never
Schemes of work					
Lesson plan					
Teachers'attendance to lessons					
Students'notes					
Personal visitation of lessons					
Perusal of academic reports					

7.) In as far as the English language is concerned, what do your internal instructional supervisors' look at during internal instructional supervision?

Schemes of work …… Lesson plan ..…..

Teaching methods ……. Teacher preparedness …….

Students' participation …..... Lesson presentation …….

Teaching and testing policy …….

Other(please specify)…….....

.....

Section C: Statements on type of supervision used

The following 15 questions are on internal instructional supervision with particular emphasis on the type of classroom observation of teachers by principals, their deputies, HODs, subject heads or peer teachers. Indicate your personal observation /experience by ticking against the response that best describes your experience during this observation about what goes on in your school on the scale of Very Large Extent (VLE), Large Extent (LE), Not Sure (NS), Small Extent (SE) and Very Small Extent (VSE)

STATEMENT	VLE	LE	NS	SE	VSE
10. You usually request to be observed	…	…	…	…	…
11. You come up with the specific areas to be observed	…	…	…	…	…
12. You inform the supervisor what you would want the observation to be like	…	…	…	…	…
13. You solely inform the supervisor what the observation process was like	…	…	…	…	…
14. You state to your supervisor the way forward for Future observations	…	…	…	…	…
	…	…	…	…	…
15. Both you and your supervisor agree on when you should be observed	…	…	…	…	…
16. You both come up with the specific areas to be observed	…	…	…	…	…
17. Both of you give your suggestions on how the process should be like	…	…	…	…	…
18. After the observation both of you give your views on how the classroom teaching was done	…	…	…	…	…
19. You both agree on the way forward for better teaching	…	…	…	…	…
20. Your supervisor informs you when the observation will be done	…	…	…	…	…
21. Your supervisor informs dictates to you the areas to be observed	…	…	…	…	…
22. Your supervisor informs you how the observation process will be like	…	…	…	…	…
23. Your supervisor informs you on what you needed to do	…	…	…	…	…

24. Your supervisor informs you what you should do to

To improve your teaching for the next observation … … … … …

Section D: Statements on attitude towards internal instructional supervision

Using a 1-5 scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) indicate your response on the following aspects on how you view internal instructional supervision.

STATEMENT	**SA**	**A**	**U**	**D**	**SD**
1. Classroom observation of teachers of English is time wasting	...	...	...	...	...
2. Internal instructional supervisors are bothersome	...	...	...	...	...
3. Classroom observation is about fault finding	...	...	...	...	...
4. Internal Instructional Supervision contributes very little to a teacher's performance	...	...	...	...	...
5. Classroom observation should not be conducted frequently	...	...	...	...	...
6. Internal Instructional Supervision does not change in any way the way English is taught	...	...	...	...	...
7. Internal Instructional Supervision serves no significant purpose	...	...	...	...	...

1a.) Generally speaking what is your attitude towards internal instructional supervision? Positive ( ) Negative ( ) Not sure ( )

1b) Explain your response in (a) above.....

.....
.....

Section E: Statements on sensitization of teachers of English about internal instructional supervision

Using a 1-5 scale of Very Large Extent (VLE), Large Extent (LE), Not Sure (NS), Small Extent (SE) and Very Small Extent (VSE), indicate the extent to which you agree that as a teacher of English you have been sensitized towards the following aspects Internal Instructional Supervision (IIS)

	STATEMENT	VLE	LE	NS	SE	VSE
1.	Understanding the purpose of IIS	...	...	...	...	...
2.	Clearly being outlined to, the objectives of IIS	...	...	...	...	…
3.	Awareness about aspects to be observed during classroom observation	...	...	...	...	...
4.	Awareness of documents that are checked in IIS	...	...	...	...	...
5.	Awareness of frequency of conducting classroom observation	...	...	...	...	...
6.	Teacher preparedness before classroom observation	...	...	...	...	...
7.	Awareness on the type of supervision used	...	...	...	...	…
8.	Awareness on the modalities of receiving feedback of Internal Instructional Supervision	...	...	...	…	…
9.	I have personally attended in-service on	...	...	...	...	...

What recommendations would you give on how Internal Instructional Supervision can be improved upon so that it will have a significant impact on teachers of English's performance at secondary schools?

……
…….....

Thank you for all your input, God bless you.

APPENDIX D

INTERVIEW GUIDE FOR PRINCIPAL

1.0 Demographic data

1.1 Gender……

1.2 For how long have you been a principal?

2.0 Principals' Supervisory Role

i.) What supervisory roles do you play in internal instructional supervision? (Probe)

ii.) How do you conduct supervision in terms of frequency?

iii.) How do you conduct classroom observation?

iv.) Which methodology do you usually use in internal instructional supervision?

vi.) What problems do you face when carrying out internal instructional supervision?

vii.) What sensitization programs have you put in place for the TOE?

viii.) Generally how do teachers view internal instructional supervision?

APPENDIX E: QUALITY ASSURANCE AND STANDARDS OFFICER INTERVIEW GUIDE

1.) Name.....
2.) Sub County.....
3.) Length in office.....
4.) Do you have any forum of meeting principals and their deputies?
5.) At what frequency are principals supposed to conduct classroom observation?
6.) Which documents do they need to check and at what duration?
7.) Which supervision type is recommended during the classroom observation?
8.) What sensitization programs on internal instructional supervision has the Ministry organized for teachers of English?
9.) How has the response of the teachers been to these programs?
10.) What do you think can be done to promote internal instructional supervision?

APPENDIX F

DOCUMENT ANALYSIS GUIDE

1. Are the following documents available in the school?
a. Records showing the school's internal instructional visits from 2008-todate
b. Copies of pre-conference supervision reports of the internal instructional inspection.
2. What is the frequency of filing the documents in 1 above?
3. What was the school mean score for English in 2013
4. What was the mean score attributed to the teacher/s concerned?

APPENDIX G: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone +254 20 2213171,
2241349,3310571,2219420
Fax: 254-20-318745,318749
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref: No

NACOSTI/P/16/49866/9871

Date:

29th April, 2016

Grace Anyango Adrum
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***The effectiveness of organization of internal instructional supervision, challenges faced and strategies to be used in academic achievement in English subject in secondary schools of Kakamega County,***" I am pleased to inform you that you have been authorized to undertake research **in Kakamega County** for the period ending **28th April, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX H: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. GRACE ANYANGO ADRUM
of MASENO UNIVERSITY, 0-50102
mumias,has been permitted to conduct
research in *Kakamega County*

on the topic: *THE EFFECTIVENESS OF ORGANIZATION OF INTERNAL INSTRUCTIONAL SUPERVISION, CHALLENGES FACED AND STRATEGIES TO BE USED IN ACADEMIC ACHIEVEMENT IN ENGLISH SUBJECT IN SECONDARY SCHOOLS OF KAKAMEGA COUNTY*

for the period ending:
28th April,2017

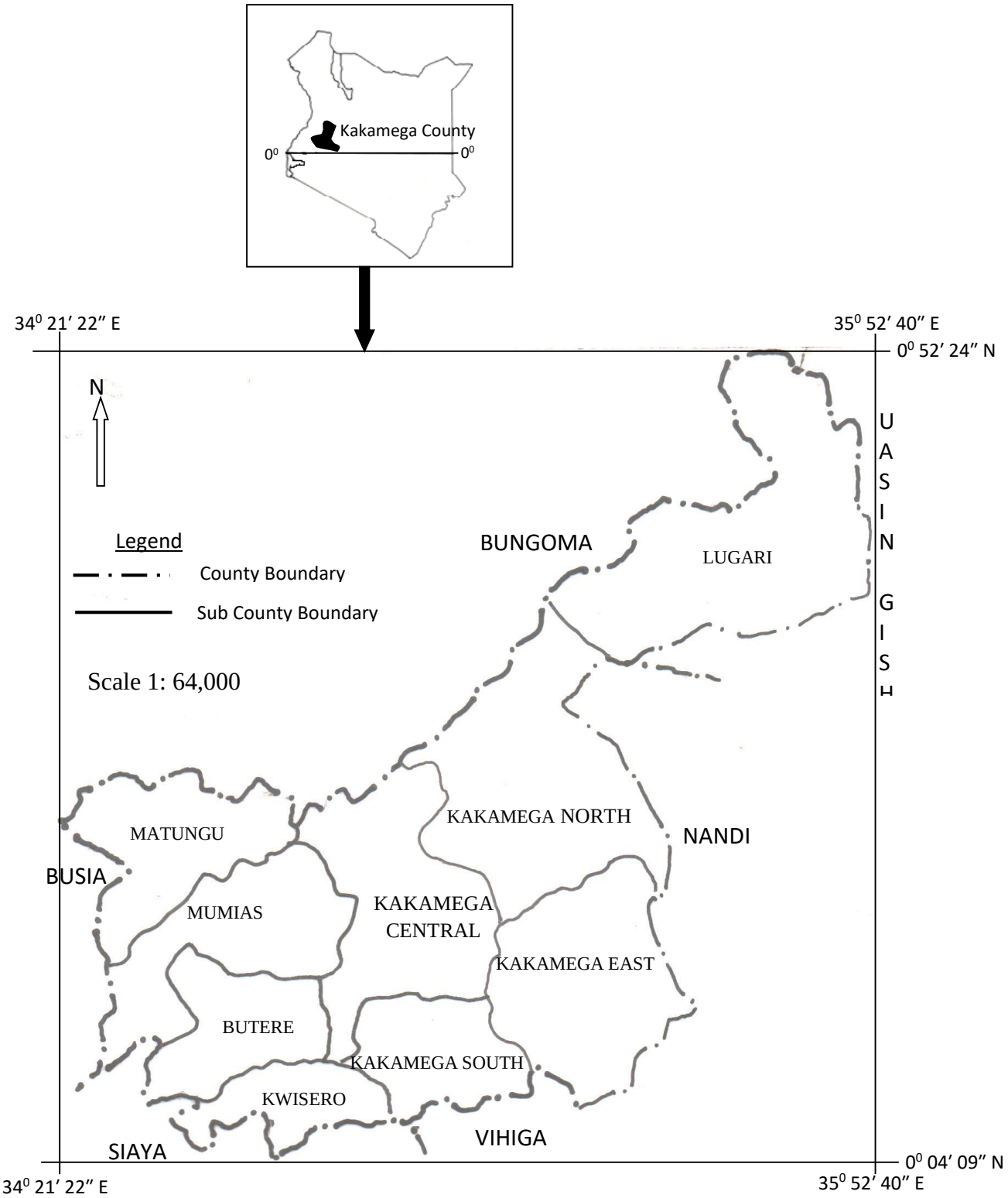
.....
Applicant's Signature

Permit No : NACOSTI/P/16/49866/9871
Date Of Issue : 29th April,2016
Fee Recieved :Ksh 2000

.....
Director General
National Commission for Science, Technology & Innovation

APPENDIX I: TABLE FOR DETERMING NEEDED SIZE OF A RANDOMLY CHOSEN SAMPLE FROM A GIVEN FINITE POPULATION OF N CASES SUCH THAT THE SAMPLE PROPORTION p WILL BE WITHIN ± .05 OF THE POPULATION PROPORTION p WITH A 95 PERCENT LEVEL OF CONFIDENCE1

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	350
90	73	460	210	4500	353
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	383

Note: N is population size: S is sample size.

APPENDIX J: MAP OF KAKAMEGA COUNTY