

MANAGEMENT OF INSTRUCTIONAL PERSONNEL AND ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA EAST SUB-COUNTY, KENYA

Aggrey A. Burema¹, Judah M. Ndiku²
MasindeMuliro University of Science and Technology
P.O. Box 190, Kakamega

ABSTRACT

Educators and the general public have always expressed concern over factors that influence student's achievement in exams. The purpose of this study was to establish the effect of principal's instructional personnel management on attaining academic achievement in public day secondary schools in Kakamega East Sub-County. The study envisioned that Principals as the immediate supervisors in secondary schools are charged with the responsibility of facilitating the improvement of teacher competencies with a view to improve student academic achievement. The study was guided by the following objective: to establish the effects of frequency of teacher supervision on academic achievement in public day secondary schools. This study was carried out in Kakamega East Sub-County. The study adopted a descriptive survey design where saturated, purposive and simple random sampling was used in identifying respondents. The study targeted a population of 540 teachers and 1 District Quality Assurance and Standard Officer(DQASO) out of whom a sample of 181 respondents was drawn. The study used a standard questionnaire and an interview schedule to collect data from respondents. To ascertain validity of data collection instruments, the study ensured that all items in the data collection instruments were formulated as a result of extensive review of theoretical as well as empirical literature on Principals' management of instructional personnel as well as student achievement. Piloting was also undertaken before administering the instruments to respondents and feedback from the pilot study informed the final refinement of the instruments. Reliability of measures was ascertained through the use of test-retest method where Cronbach's Alpha coefficient was computed and found to be reliable. Both descriptive and inferential statistics were employed in the process of data analysis. Descriptive statistics included frequencies and percentages and these were used to summarize and describe the study data. Inferential statistics used in the study included regression analysis, Chi-Square and Pearson Product Moment Correlation Coefficient. These were used to establish independence of scores and relationships between and among study variables. All statistical procedures were computed at 95% confidence level. The study established that there was a statistically significant positive relationship between teacher supervision and academic achievement in Kakamega East Sub-County. The study concluded that frequency of teacher supervision affect academic achievement of learners in public day secondary schools in Kenya. The study therefore recommended that education should be continually changed, modified and sharpened through continues evaluation, quality teachers to be hired, motivation of teachers to be done, principals to embrace skillful instructional leadership and internal quality assessment to be enhanced. It is believed that the findings of this study will be useful to the Ministry of Education and other stakeholders as they provide baseline information on policy issues and possible strategies required to improve academic achievement in secondary schools.

Key words: Supervision, Principal, Academic Achievement, Management Techniques, Director of Studies

INTRODUCTION

Instructional personnel in educational organization refer to all the teachers working in that organization and strategic management of these instructional personnel is crucial for achieving the goals of the educational systems and the school organization, (Kochhar, 2004). Instructional personnel management is the process, through which you attract, supervise, train, motivate, compensate, and retain the staff according to the researcher. The success of what is done in schools is attributed to the head teacher because he or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school; be it academic or administrative ,(Wekesa,1993). Academic achievement in any school depends on how the teacher is supervised and motivated; as these are the main aspects of instructional personnel management. The manager is delegated to the task of supervision and disciplining the staff in accordance with the established policies, (Blasé and Blasé, 1999).

Tracy (1995) observed that in Britain, the early days of supervision and evaluation began in the 1700s and lasted until the mid-1800s. The practices were characterized by a reliance on clergy to provide guidance to and supervision of teachers. As school systems became more complex, the need for more specialized guidance for teachers gave rise to the principal teacher as leader and a growing awareness of the importance of pedagogy. The era of scientific management, from the late 1800s until right before World War II, was characterized by two competing views of education. One was the view that the purpose of education was the promotion of democratic ideas. The other was the view that schools function best when approached from the perspective of scientific management. Throughout this era, the scientific approach gained strength and acceptance. The period after World War II saw a swing away from the scientific approach to an emphasis on developing the teacher as an individual. This period also saw a proliferation of the responsibilities of the supervisor. The next era, lasting from the late 1960s to the 1970s, saw the phenomenon of clinical supervision- one of the most influential movements in supervision and evaluation. Finally, the first decade of the 21st century witnessed heavy criticisms of current evaluation practices calling for major changes in tenure and compensation.

Raymond, (1998) observes that by the beginning of the 1990s, the world wide interest on quality as well as its monitoring and supervision had been revived. Some countries such as Philippines that had dismantled their supervision service re-established it during this decade. Others like China and Sweden created them for the first time. The main reason for the renewed interest in instructional supervision was the rapid expansion of education that led to lower quality in many countries. This made policy makers worldwide put their focus on quality control in schools and set supervision of teachers as their top priority. A lot of emphasis was put on the quality of the teacher.

Okumbe, (1998) argues that the increasing autonomy, which in some countries includes freedom of school in making decisions on the syllabus, staff management and budget, raises the demand for accountability in schools. It has also increased the request for monitoring procedures that should allow central Government to guarantee equal standards in all school like the case of Ghana and Nigeria. In Ghana, he observes that supervision unit is located outside schools and has local regional or central level. People working in these institutions are called inspectors, supervisors, advisors, councilors, coordinators or facilitators. In these countries, schools rely more on internal mechanisms of supervision where principals, teachers, community members and even pupils have some responsibility for the quality of education.

Training of teachers is given priority to produce quality teachers. The organization of supervision services depend on the size of a country, its educational system and the management structure. Many countries have separate supervision services for primary and secondary schools. To bridge the gap between these schools and supervisors, several countries created additional levels of supervision under the level closest to school. They include district and sub-district officers. This new levels had as main focus to provide support and motivation for teachers instead of just controlling them. The second type of reform is to create clusters of schools and resource centers. This strengthens the collaboration between schools. This strategy provides schools the opportunity to benefit each other's experience and expertise. It aims to replace the external supervision at some point. Many countries allow schools to determine their own policies and set quality standards according to this researcher, (ibid).

Okumbe, (1998) states that in Kenya, teacher supervision and academic achievement in public day secondary schools is taken as two sides of the same coin. Academic achievement in some schools can only be realized through proper management of instructional personnel which is an integral part of educational management. He observes that supervision is today considered as that dimension or phase of educational administration which is concerned with improving instructional effectiveness. Teacher supervision in Kenya evolved from the realization that we accomplish very little alone, and that we cannot accomplish much by simply grouping people together. For any kind of group to hold together there must first of all be a common objective that the members of the group are committed to. Secondly, a direction is needed to channel the diverse and often disorganized efforts of the individual into a purposeful stream of productivity to achieve the common objective. Thirdly, better instructional supervisory techniques must be developed through research effort and applied in order to release the maximum potential of the teachers according to him.

DQAS, (2010) divides supervision into general supervision and instructional supervision both of which depict the role of a supervisor as encompassing administrative curricular and instructional dimensions. Instructional supervision is an integral part of educational management. Educational management is not only the most fundamental and precious resource but it is also the scarcest resource in educational organization. Duncan, (1995) observes that most problems inherent in a number of educational organizations today do not require as many financial solutions as prudent management solutions. Every year, millions of shillings go down the drain from the coffers of educational institutions due to poor decision making, problem solving or simply lack of proper communication which often cause impulses, sit-ins, work restrictions or simply low job satisfaction in educational organizations. In a word, schools' academic achievement has been affected by the nature of education management which includes teacher supervision and evaluation according to this study.

Wandiba, (1996) remarked that schools in Western Kenya, once the pride of the nation in academic excellence, have dropped drastically in educational standards. He attributes these poor standards to poor internal supervision. Something is wrong as far as internal supervision is concerned and only those head teachers who are keen on good performance will resolve this problem through proper teacher supervision. A number of factors have been highlighted to explain the causes of this poor performance. One major factor is serious understaffing; a factor which was dismissed by the DEO, Kakamega East during 2013 Academic Day. He observed that understaffing affects all schools in Kenya and therefore should not be used as a scapegoat. But he emphasized that one factor which needs investigation is how the teacher is supervised to realize academic achievement. This study

examined the effects of management of instructional personnel on academic achievement in public day secondary schools in Kakamega East Sub-County.

Statement of the Problem

Kenya's education system is dominated by examination-oriented teaching, where passing examinations is the only benchmark for academic achievement. It is generally agreed that the most important manifestations of quality education have to do with literacy, cognitive abilities, academic achievement and progression to higher levels of learning. There is reliance on scores and transition rates as core measures of achievement. In Kenya, examinations are generally acceptable as valid measures of achievements. University education placement and admissions depend on performance of KCSE. Since it was carved out of the larger Kakamega district in 2009, Kakamega East; currently Kakamega East Sub-County, has presented mixed results in the KCSE. In 2009 the district had a mean of 4.50 and was ranked number 65 nationally out of 256 districts and number 12 out of 28 districts at provincial level. In 2010, the mean score dropped to 4.30 and the district ranked number 18 out of 28 districts at provincial level. In 2011, the mean dropped to 4.20 and further dropped to 4.15 in 2012. Majority of the low mean scores are posted by public day secondary schools, (Kakamega East District Results Analyses 2009-2012). This trend has persisted despite the fact that the schools receive qualified pupils from primary schools in addition to good facilities and conducive environment within the area. This worrying trend calls for a study of the possible factors that may be contributing to the decline.

The reasons for poor academic achievement cannot be understood without focused investigation so as to offer an informed remedy. Academic achievement is affected by a number of factors. These factors include: Mobilization of resources within the school, teacher related factors, socio-economic factors and entry behavior of the learners. Of all these factors, entry behavior contributes 40%, efficient utilization of resources 20%, factors related to teachers 30% while other factors contribute the remaining 10 % (DQAS, 2010). The problem of low achievement in exams is costly for any country since education is a major contributor to economic growth. Supervision and motivation of teachers play a significant role in determining academic achievement in a school due to its tasks and roles. Studies have been carried out on environmental factors and facilities at school and how they affect academic achievement, but scanty knowledge exists on the effects of management of instructional personnel by principal on academic achievement of students in Kakamega East Sub- County. It is against this background that this study was needed to examine the effects of management of instructional personnel by principal on academic achievement in public day secondary schools in Kakamega East Sub-County.

The Objective of the Study

The objective of the study was to establish the effect of principal's instructional personnel management in attaining academic achievement in public day secondary schools in Kakamega East Sub-County, Kenya. Specifically, the study wanted to establish the effects of frequency of teacher supervision on academic achievement in public day secondary schools in Kakamega East Sub-County

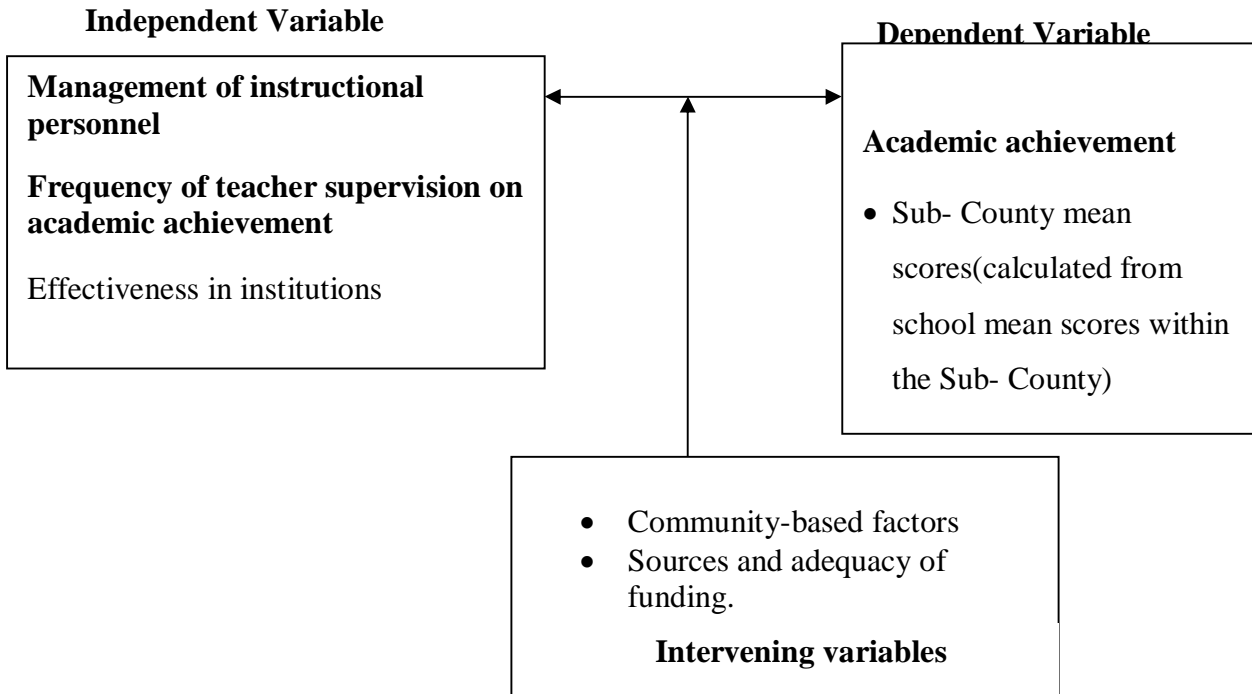
Research Hypothesis

H0: Frequency of teacher supervision does not have a statistically significant effect on Academic achievement in public secondary schools in Kakamega East Sub- County.

Conceptual Framework

The study was guided by the conceptual framework depicted in **figure 1** in coming to an understanding of the effect of principal’s management of instructional personnel on academic achievement in public day secondary schools in Kakamega East Sub-County. The independent variables are nature and quality of teachers, various teacher supervision strategies, effects of supervision on academic achievement and challenges of supervision; while the dependent variable is academic achievement. Intervening variables are other school- based factors, community based factors, and sources and adequacy of funding. When the teacher possesses the right qualifications, supervision practices are regular, all required tools are used effectively and teachers have positive response, then, there is higher motivation and functional efficiency which results in improved teaching and learning thereby improving academic achievement in KCSE.

Interactions among the various components of independent variables can have synergistic effects hence magnify the overall outcome in academic achievement, or they may have antagonizing associations that lead to the diminishing academic achievement. Intervening variables can indirectly affect the independent variables leading to improved academic achievement on one side or low achievement on the other side. Proper and timely funding and conducive physical and social school and home environmental factors lead to improved teaching and learning and the academic achievements that accompany them. The generated data and study conclusions and recommendations will result in the formulation of policies geared towards improvement of school based management found to be incompatible with academic improvement.



Source: Self Conceptualization

Figure 1: Conceptual Framework depicting the effect of management of Instructional Personnel on Academic Achievement

Research Design

The study adopted a descriptive survey design to generate data. According to the Borg and Gall (1996), survey design involves administering questionnaires and conducting interviews with the subject that have been carefully selected considering their habit, experience, and also opinions, and the study population. A survey, according to Kothari (2004) is a method of securing information on existing phenomenon from all or a selected number of respondents of the concerned universe. A survey involves collecting and analyzing information by interviewing or administering questionnaires to a sample of individuals in a given population rather than the entire population at one point in time. Descriptive research describes the state of affairs as it exists. This design is considered appropriate because this study is of a qualitative nature.

Study Location

The study was carried out in Kakamega East Sub-County in Kakamega County as shown in appendix VI. Kakamega East Sub-County is found approximately between 0 degrees 15'N to 1 degree N and longitude 34 degrees E to 35 degrees E. It focused on the 36 public day secondary schools in the Sub- County. The Sub-County has a population of 159,475 persons according to the 2009 census. The area is mainly agricultural and is mostly inhabited by the Isukha Sub - group of the Luhya group. The area is bordered by Kakamega Central, Kakamega North, and Kakamega South Sub- Counties to the North, East and South respectively.

Target Population

Population basically is the universe from which the sample is selected (Bryman, 2001). This study targeted all public day secondary schools in Kakamega East Sub-County and there are 36 such schools in the Sub-County. According to the latest staffing statistics of December 2013 from the Sub-County Education Office, there are 540 teachers who are both employed by TSC and school boards. The study targeted principals, DOSs, and Education officials since these are the key people who are responsible for school administration and management. It also targeted the teachers who are supervised.

Sampling Techniques

A sample is a segment of the population that is selected for investigation. It is a subset of the population (Bryant, 2001). Sampling is the process by which a relatively small number of individuals, objects or events are selected and analyzed in order to find out something about the entire population from which it is selected (Koul, 1990). This study adopted simple random sampling to select the teachers, and saturated sampling technique in selecting the principals and DOSs from the 36 public day secondary schools as all principals and DOSs were involved in the field study. The Sub-County QASO was also purposively sampled to give information on their findings and views regarding supervision as observed during their external assessment programmes. In purposive sampling, the researcher selects people to participate in the research in order to get specific information he wants. It involves using criteria that is specific, to select the sample. For example, the researcher chooses people that he or she knows are positive, enthusiastic, and will give the required information (Kabiru, 2009).

Sample Size

The sample selected was guided by Roscoe, (1995) who proposes that an appropriate sample size which can be fairly representative should be 20%. According to him, anything below 20% of the

population may lead to sampling error which may result to wrong conclusions about the variables observed in a population.

Therefore, this study involved 36 Principals, 36 DOSs, and 108 teachers. The DQASO was also interviewed. These summed up gave a sample size of 181 as illustrated in **Table 1**

Table 1: Sample Size Framework

CATEGORY	POPULATION	SIZE	%
Principals	36	36	100
DOSs	36	36	100
Teachers	468	108	20
DQASO	1	1	100
Total	541	181	

Source: Field

Research Instruments

The study relied on both primary and secondary source of data. Primary data was collected using questionnaires and interviews.

i) Questionnaires

A Questionnaire is a device consisting of a series of questions dealing with different issues relating to the topic. Questionnaires were delivered to the principals, the DOSs and the teachers by me. Questionnaires for the principals were labeled as PQ, for the DOSs as DQ and for the teachers were TQ. The questionnaires were both closed and open questions to allow for quick response and explanations respectively. The rationale for developing questionnaires is that it gathers large amounts of data from relatively many respondents quickly (Koul, 1990).

ii) Interview Schedule

An interviewing schedule is a device consisting of a set of questions which are asked and filled by the interviewer in a face-to-face set up (Koul, 1990). These are most appropriate where respondents are not able to comfortably fill the questionnaires or where the interviewer wishes to probe more into issues being investigated. This was applied while interviewing DQASO.

Pilot Testing

Pilot testing was conducted to check for the validity and reliability of the research instruments. The instruments were piloted in three public day secondary schools in Kakamega Central Sub-County. This helped to check on the validity and the reliability of the research instruments. These schools were chosen because they share a lot with the majority of the schools in Kakamega East Sub-County in terms of facilities and enrolment. They are also accessible, close to the county headquarters and therefore were easily reached hence save on time and costs of travel. Changes in the research instruments were implemented given the feedback that was received from the pilot study since some questionnaire items were not clearly understood by the respondents hence required rephrasing.

Validity of Instruments

Validity is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study Mugenda and Mugenda, (2003). According to Monteteet.al. (1990) validity refers to the accuracy of a measuring instrument in measuring the variable that it is intended to measure. The use of In-depth questionnaire enabled the researcher to probe more based on the responses of the respondents. This was made possible by the fact that the researcher aligned the question to research objectives. In addition, the instruments were piloted prior to commencement of the study so as to ensure that the questions are able to generate the required results in terms of construct and content validity.

According to Mugenda and Mugenda, (2003) construct validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately reflect or represent theoretical concept to be measured. If the measurements are consistent with theoretical expectation then the data have construct validity. This was done by use of factor analysis procedure. Experts in the field of educational quality inspections and supervision were used to test the content validity.

Reliability of Instruments

The reliability of a study has to do with the degree to which the measuring instruments used in the study yield consistent results or data after repeated trials, Mugenda and Mugenda (2003). A test-retest technique was used to measure reliability of the data. According to Mugenda and Mugenda (2003), this involves administering the same instrument twice to the same group or subject and after keeping the initial conditions constant, administer the same test to the same subject after few weeks and then correlate the scores to determine the coefficient of reliability. If the obtained reliability coefficient is greater than or equal to the standard threshold of 0.70 used in behavioural research, then the instrument is said to yield data that have test – retest reliability.

The study instruments obtained a reliability index of 0.783 meaning that the data collection instruments for the study were 78.3% reliable to measure the constructs of the study

Data Analysis

The data obtained from the field was organized, edited to ensure completeness and consistency, classified and coded according to research hypotheses and objectives for analysis. They were analyzed by use of both descriptive as well as inferential statistical procedures with the aid of the Statistical Package for the Social Sciences (SPSS) version 20.0 for windows. Each question related to a variable was assigned a score or numerical value by use of likert scale method. The number on a likert scale is ordered such that they indicate the presence or absence of the characteristics being measured.

Pearson's Correlation and Regression were used to deduce relationships between variables as presented in the objective of the study. All statistical measurements were performed at 95% confidence level.

The collected data was tested using Kolmogorov – Smirnov (K-S) statistics to ascertain normality and uniformity in data distribution. K-S is a non-parametric test that compares the cumulative distribution function for variables within a specified distribution (Malhotra, 2007). The overall outcome of K-S test using normalized Z –statistics for all the study variables obtained at the level of significance of (.000) (2-tailed) indicated that the collected data was normally and uniformly distributed. Such normal and uniform distribution made it suitable to use statistical analysis models that rely on normality and uniformity in data distribution of data like regression, Chi- Square and correlation analysis.

Interview schedule report was recorded. Document analysis (KCSE results) from the 36 schools was done to obtain average mean scores for each school for the period between 2010-2013. In 2010, the average mean score for the 36 schools was 4.50, in 2011 it dropped to 4.30 and in 2012 and 2013, the average mean scores dropped further to 4.20 and 4.15 respectively.

FINDINGS AND DISCUSSIONS

Effects of Frequency of teacher supervision on Academic Achievement in public day secondary schools

The objective sought to establish the effects of frequency of teacher supervision on academic achievement of students in public secondary schools in Kakamega East Sub- County. In order to adequately investigate the objective, the following non-direction null hypothesis was formulated;

H₀: Frequency of teacher supervision does not have a statistically significant effect on academic achievement in public secondary schools in Kakamega East Sub- County.

Study constructs relating to frequency of teacher supervision and those relating to academic performance in public secondary schools were subjected Chi-Square and findings presented in **table 2**

Table 2: Chi-Square Results for the Relationship between frequency of Supervision of Teachers and Academic Achievement

	Value	Df	Asympt.Sig. (2 -sided)	Exact Sig. (2 -sided)	Exact Sig. (1 -sided)
Pearson Chi-Square	18.245 ^a	1	.005		
Continuity Correction ^b	7.872	1	.007		
Likelihood Ratio	18.396	1	.005		
Fisher's Exact Test				.005	.005
Linear by Linear Association	18.224	1	.005		
N of valid cases	166				

0 cells (.0%) have expected count less than 4. The minimum expected count is 49.53.

Source: Research data, 2015

Findings in **table 2** reveal a statistically significant positive relationship between frequency of teacher supervision and academic achievement of students in public day secondary schools in Kakamega East sub-county ($X^2= 18.245$; $df=1$; $P<0.05$). This implies that the more frequently teachers are supervised, the better the academic results in public day secondary schools in Kakamega East Sub-County.

The study also sought to determine how respondents rated supervision of teachers in their respective schools and findings presented in **table 3**

Table 3: Perception on Rate of Supervision

Supervision Rate	Frequency	Percentage (%)
Above 70% (Highly effective)	26	15.66
50 – 69% (Average)	51	30.72
40 – 49% (Ineffective)	61	36.75
Below 39% (Highly ineffective)	28	16.87
Total	166	100.0

Source: Research data, 2015

Findings **in table 3** reveal that majority of respondents (36.75%) were of the view that supervision was ineffective in their respective schools and was done at about 40 to 49%. Only 15.66% of the respondents rated supervision in their schools as being highly effective and above 70%.

The study also found that 51% of the respondents were of the opinion that supervision contributed to improved academic achievement and that it makes teachers and learners to have enough contact. A large majority of respondents (62.95%) were of the view that teacher supervision enables teachers to offer quality services to students in terms of content delivery.

Pearson Product Moment Correlation Coefficient was also computed for the relationship between frequency of teacher supervision and academic achievement of students in public day secondary schools in Kakamega East Sub-County and findings presented in **table 4**

Table 4: Pearson Correlation Coefficient for the relationship between frequency of teacher supervision and Academic Achievement

		Academic Achievement
Teacher Supervision	Pearson Correlation	.589*
	Sig. (2-tailed)	.008
	N	166

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Source: Research data, 2015

Findings **in table 4** reveals a statistically significant positive relationship between frequency of teacher supervision and academic achievement of students in public day secondary schools in

Kakamega East Sub-County ($r=0.589$; $P<0.05$). This implies that when there is frequent teacher supervision, teacher output improves and the same culminates into improved academic achievement of students.

The same views were shared by the District Quality Assurance and Standard Officer from the interview who pointed out that supervision contributes to improvement in academic achievement of learners as it makes teachers to prepare adequately for lessons, professional records and monitor learners effectively. He further said that though supervision improves academic achievement of learners, other factors are important.

Findings of the study were compared with those from previous studies on the relationship between teacher supervision and academic achievement in schools. The Directorate of Quality Assurance conducted a survey in which they found that teachers' supervision by the Directorate of Quality Assurance and by the head teacher is intended to improve the quality of teaching and learning and students achievements (DQAS, 2010). A study by Everard(2004), found that the school head is the person best placed to effectively implement instructional supervision because they are most aware of a teachers' pedagogical skill and is part of the school context. They can ensure excellence through class visit and post-visits conferences. They must also hold regular meetings with the teachers to monitor the goings on and to listen to views for corrective action. But appropriate training is necessary for school heads to be appropriately prepared to handle teachers' supervision (De Grauwe, 2001). He was of the view that effective supervision of instructional personnel can improve the quality of teaching and learning in the classroom.

Tracy (1995) observes that in developed countries which have embraced supervision, school members are more effective than their counterparts who do not do, leading to improved academic achievement. In a comparative study to analyze the inspection policy and practice in primary schools in England, Blaseet. *al.* (1999), found that both external and internal inspection and school self-evaluation are important in enhancing quality education. They found those principals who gave feedback on observed classroom behaviour, modeled teaching techniques among other strategies increased teacher reflection, innovation, instructional variety and better planning which enhanced the teaching- learning process.

Conclusion

The objective sought to establish the effects of frequency of teacher supervision on academic achievement in public day secondary schools in Kakamega East Sub- County. Findings revealed a statistically significant positive relationship between frequency of teacher supervision and students' academic achievement in public day secondary schools in Kakamega East Sub-County. The study also sought to determine how respondents rated supervision of teachers in their respective schools. Findings reveal that majority of respondents were of the view that supervision was ineffective in their respective schools and was done at about 40 to 49%. Based on the above findings it is concluded that there was a significant relationship between frequency of teacher supervision on academic achievement of students in public day secondary schools in Kakamega East Sub- County.

Therefore, in order that education is able to deliver the goods, it must be continually changed, modified and sharpened through continuous evaluation done by QASO and school Principals. This tremendous responsibility in schools necessitates that whatever is done is supervised. It is necessary for effective co-ordination of the total programmes with increased demand for education at all levels. Introduction of various programmes and services in the school requires the service of a

team to co-ordinate and direct. The inspector (QASO) can dispense the good practices and improve materially the intellectual tone of the schools. Supervision provides an opportunity for self-criticism and self-development.

Internal supervision, known today as internal quality assessment is relatively new concept in Kenya should be examined and implemented effectively in order to improve academic achievement in public secondary schools in Kenya.

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