Principals' Influence on Supervision Strategies on Teachers' use of Professional Records for Effective Curriculum Implementation in Public Secondary Schools in West Pokot Sub-County, West Pokot County, Kenya

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Abstract: Principal's inadequate supervision strategies on curriculum have continued to affect effective curriculum implementation. The study's objective: to assess principal's influence on supervision strategies on teacher's use of professional records for effective curriculum implementation. The study was guided by Management by Walking Around "MBWA" (Tom & Robert, 1982) and Three Minute Classroom Walk Through (Downey, 2004). The study adopted descriptive survey design. The study targeted 40 principals, 300 teachers and 280 prefects in all 40 public secondary schools in West Pokot sub-county. Questionnaires were used to collect data from principals, teachers and prefects. Document analysis guide was used to obtain information from public records. Validity of the instrument was established through experts' opinions, while its reliability was computed by Pearson rank correlation coefficient, significance value of 0.8 was accepted. The research yielded both quantitative and qualitative data. Quantitative data was analysed by use of descriptive statistics and qualitative data was analysed through thematic analysis. Both were analysed with the help of Statistical Programme for Social Sciences (SPSS) version 23. The analysed data was presented using frequency distribution tables and bar graphs. The study's finding was most principals were inadequate in supervision of teacher's use of professional records. The study concluded that actual principal supervision on professional records was weak as explained by poor performance in KCSE results. The study recommends that the Ministry of Education to provide in-service proficiency courses to principals on the supervision of curriculum. The Ministry of Education is expected to benefit by generating policies from the study.

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1. Introduction

Curriculum is all about planned and unplanned experiences through which various schools subjects are taught, learnt and assessed (Thorng, 2013). According to Adu and Gbadgensin (2017), supervision refers to moving group towards performance and improving the outcomes of the institution. Curriculum supervision has given coherent direction for improving quality education. Curriculum implementation is a varied network of activities designed into classroom activities and change of learners' attitudes (Okello & Kagoire, 2013).

Analysis of history of public schools supervision in United States of America (USA) reveals influence of supervision on curriculum. According to Emmons (2006), public

school supervision paid little attention to curriculum since supervision and curriculum implementation were viewed as separate functions. According to Tyagi(2010), supervision in USA was a distinct practice in relation to curriculum, initially supervision was done by one person who inspects teachers and learning process, later as a result of increase in the number of schools, superintendents were appointed to inspect schools (Starrat, 2005). Supervision from within was initiated; the principal was tasked to supervise all school programs. Initially attention was on teacher and not curriculum. They were concerned with management of schools instead of quality teaching and learning (Okumbe, 2001). Gradually a new way of supervision started in 1960s which gave way for objective supervision. According to (American Bureau of labour and Statistics [BLS, 2012]), supervision of curriculum involves classroom observation, teacher assistance and evaluation.

In Kenya supervision showed slow pace of growth. Inspection was centralised from the Ministry of Education (Mutua, 2011). The external inspectors occasionally visited schools to check teachers' methodologies faults, straining the relationships between teachers and inspectors. With increased schools it became difficulty to visit schools by the external supervisors, hence emergence of internal supervision. Principals gradually took the role of supervisors in their schools to improve the learning process (Republic of Kenya, 2006).

The Ministry of Education is tasked to set out policies and educational objectives. At the onset of the curriculum implementation in 2002 one of the desired outcomes was that the curriculum would prepare the Kenyan learners for the opportunities and challenges of the 21st century, later on in 2017 a new curriculum was introduced to phase out the old 8-4-4 which was examination oriented. The Ministry of Education has deployed Quality Assurance and Standard Officers (QASO) in all sub-counties in Kenya to inspect and supervise educational standards and optimum use of available instructional materials (Ministry of Education, 2008). The QASO advices the school

administration and also observes the teachers during learning process. They give direct observations to the Curriculum Support Officer (CSO) who is under TSC, the CSO advices the teacher on updated teaching methodologies.

The learners' number keeps on rising but government funds available for supervision of curriculum is less (Republic of Kenya, 2006). Teacher shortages become a key issue towards curriculum implementation in developing countries like Kenya and therefore it's hard to establish if at all curriculum is being implemented.

The Teachers Service Commission (TSC) Code of Conduct of 2005 emphasized on employment benefits but little on teaching standards through supervision. (Nyassy & Okwany, 2016), TSC, therefore, introduced objective curriculum supervision through Teacher Performance Appraisal Development (TPAD) for teachers and Performance Contract (PC) for principals (TSC, 2017). The need for effective curriculum implementation has continually placed growing attention on principals in providing supervisory role (Davis, 2005). Karen (2001) noted that, principals are overwhelmed with other responsibilities other than supervision of curriculum thus, less accessible to students and teaching staff.

The purpose of this study was to assess the principal's influence on supervision strategies on teacher's use of professional records for effective curriculum implementation in Public secondary schools in West Pokot Sub-County, West Pokot County.

The study sought to assess the principal's influence on supervision strategies on teacher's use of professional records for effective curriculum implementation in Public secondary schools in West Pokot Sub-County, West Pokot County.

The academic performance of candidates in KCSE for the last four years in West Pokot Sub-County continued to decline. Majority of the students managed to score grade D and below. Table 1 shows K.C.S.E results analysis for public secondary schools in West Pokot Sub-County.

Table 1: K.C.S.E results for public secondary schools in West Pokot Sub-County 2016-2019

Grade	2019 N= 3620	%	2018 N=3048	%	2017 N=2806	%	2016 N=2701	%
E	172	4.8	686	22.5	402	14.3	288	10.7
D	1425	39.4	1600	52.5	799	28.5	1100	40.7
C-	564	15.6	130	4.3	81	2.9	58	2.1
C+	251	6.9	300	9.8	400	14.3	500	18.5
A-	18	0.4	4	0.1	20	0.7	15	0.56
A+	0	0	0	0	1	0.03	4	0.15

Source: KNEC, 2016, 2017, 2018, 2019 KCSE

Table 1 shows that, in 2016, 2017, 2018 and 2019 KCSE results analysis 51.4%, 42.8%, 75% and 44.2% of students scored between grades D and E respectively, indicating

huge percentages of wasted grades. This current study sought to establish the principal's influence on supervision strategies on teacher's use of professional records for

effective curriculum implementation in Public secondary schools in West Pokot Sub-County, West Pokot County.

1.2 Statement of the Problem

In 2016 KCSE results analysis for public secondary schools in West Pokot Sub-County as shown in the background table 1, with a total candidature of 2701 students who sat for KCSE, 1388 students representing 51.4% scored between grade D and E. In 2017 KCSE result analysis of a total candidature of 2806, 1201 students managed to score grades D and E translating to 42.8%. Furthermore, in 2018 KCSE results analysis with a total candidature of 3048, 2286 scored between grade D and E representing 75%. Similarly in 2019 KCSE results analysis with a total candidature of 3620, 44.2% scored D to E translating to 1597 students (KNEC, 2016, 2017, 2018, 2019 KCSE). It is clear that the schools' academic performance is wanting. Thus the stakeholders have been questioning the supervision strategies employed by principals in implementation of curriculum in public secondary schools in West Pokot Sub-County. The skewed spread of top performers' raises concerns about the standards of learning in all the pubic secondary schools.

"The West Pokot County's Kenya Secondary Schools Heads Association (KESSHA) chairman, in his speech on 16th June, 2017 during the County Education day, noted that most of his colleagues Principals fail to adequately supervise curriculum because they spent less time on real curriculum supervision. The West Pokot County Director of Education (CDE) in his address during the same function concurred with the KESSHA chairman. The CDE noted that many principals delegate supervisory tasks without proper follow up. Delegation is not abdication (Erin, 2008). The sentiments from various education stakeholders point to principals' inadequate supervision of curriculum implementation, such sentiments remain to be their opinions."

Therefore, these issues have inspired the researchers to conduct study on the principal's influence on supervision strategies on teacher's use of professional records for effective curriculum implementation in public secondary schools in West Pokot Sub-County.

1.3 Significance of the Study

The data and results from this study provided important insight to key education stakeholders on principal's influence on supervision strategies on teacher's use of professional records for effective curriculum implementation in West Pokot Sub-County. The key stakeholders to benefit from the study include: The Ministry of Education, Principals, teachers and learners. The results from the study will allow the Ministry of Education to come up with policies from the study. Principal will benefit as the study will highlight supervision strategies used to strengthen curriculum implementation in schools. Teachers also will gain by adopting workable and realistic supervision strategies to implement curriculum. The learners will directly benefit from the study through adequate implementation of curriculum by the schools.

1.4 Theoretical Framework

The study adopted the "MBWA" model of management. The proponents of MBWA theory are Tom Peter & Robert H, Waterman (1982). MBWA means, Management by Walking Around. MBWA essentially is for managers to utilise part of their time listening to challenges and ideas of the employee, while walking around the institution, such visit breaks barriers between supervisors and staff members. MBWA also show best strategies to manage the institution in order to promote the positive aspects of the individual (Buckner, 2008).

''MBWA" is limited to supervision of activities outside the classroom, consequently the researchers also used "The Three-Minute Classroom Walk-Through" model by Downy(2004), which involve regular classroom visitation to evaluate teaching and learning processes. The model was adopted to ensure that: Teachers' classroom work was aligned with the prepared professional records. The "MBWA" in conjunction with the "Three minute classroom walk through" model work hand in hand in management of the learning activities through walking around the institution and into the classroom to oversee the curriculum implementation. The study therefore, used "MBWA" and "Three minutes classroom walk through" to develop conceptual framework.

1.5 Conceptual Framework

A conceptual framework is hypothesized model used to identify the model under study that is the independent variable and dependent variable (Mugenda & Mugenda, 2003). The independent variable in the study is principal's supervisory activities which is; professional records. The dependent variable is effective curriculum implementation which will lead to; improved students' achievements, improved transition rates, improved quality of teaching and learning. Figure 1 shows a conceptual framework for this study.
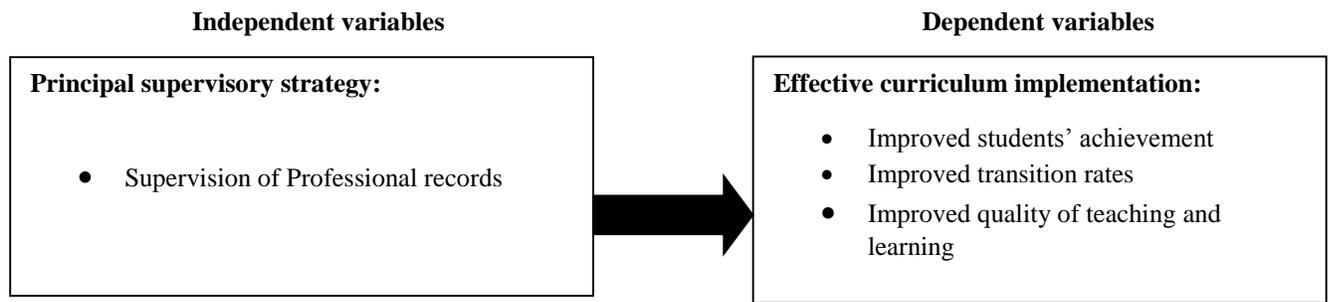
Principal supervisory strategy:	Effective curriculum implementation:
• Supervision of Professional records	• Improved students' achievement • Improved transition rates • Improved quality of teaching and learning

Figure 1: Operational Conceptual Framework

The conceptual framework of the study is based on the fact that principals' supervision strategy influences effective curriculum implementation in public secondary schools. The principal's supervisory strategy is the independent variable, when the principal interacts with teachers and students through checking of professional records, teaching and learning is improved. Therefore, student academic performance is dependent on the principal's effective supervisory strategies. Ponnusamy (2010) asserts that school leadership influences teachers' and students' performance. The interaction between the principals' supervisory strategies and motivated teachers influence performance in KCSE.

2. Literature Review

Supervision of Professional Records Tools in Curriculum Implementation

Curriculum implementation refers to what is taught at any given level of the school, a good curriculum spell out the specific and general objectives, subject to be taught, use of professional records, lesson notes, analysed results for each term, methodology and references used. Well trained and qualified teachers prepare and update professional documents (Ministry of Education, 2008). In preparation of professional records the teacher uses the current syllabi to focus on the specific subject and the national objectives (Gentile, 2003). The principal guide teachers in teaching methods and organisation of professional records, the principal checks and ensures that professional records are prepared, used and maintained.

Booker (2009) conducted a study on The Principals Roles in Effective Teaching Strategies on Reading Achievements in Texas. The study used an expo facto design. The study found out that for a successful curriculum implementation, principals should be managers rather than instructors, a more aggressive principal implements and promotes effective curriculum implementation through constant follow up on teachers' use of professional records for effective teaching methods hence improvement of the students' academic performance. The study used expo facto design to gather information, where pre-existing characteristics were used to form sample groups, while the current researchers used descriptive survey design to collect data since it is more reliable and help better understand the need for research unlike expo facto.

Swetah (2009) research on principals as effective instructional leaders in Philippines schools found out that; principals should promote teachers' professional growth through facilitating them to attend proficiency courses on current curriculum contents and pedagogical skills. The study concentrated on Principal's achievements on desired targets in Philippines schools, leaving out teachers and the students. The current research captured the perspectives of Principals, teachers and class prefects in Kenya being a knowledge gap to be filled by the current study.

Ndungu (2015) conducted research on the influence of principals' monitoring and evaluation on effective teaching and learning in public secondary schools in Githunguri District, Kiambu County. The study focused on lesson preparation process. To fill this gap the current research looked at principals' influence, use and maintenance of professional records on supervision of effective curriculum implementation.

Poor time management in schools have hindered curriculum implementation (Kelly, 2011). It is this poor time management and poor curriculum implementation in schools that TSC strife to strengthen supervision and monitoring of curriculum implementation through introduction of Teacher Performance and Appraisal Development (TPAD) with the sole aim of monitoring performance in curriculum implementation at the institutional level (TSC, 2016). TSC continue to engage principals in supervision of teachers' use of professional records.

Many principals effectively take up continuous and consistent classroom visitation to ensure proper use of professional records to enhance learning processes (Peters & Waterman, 2002). During the 2008 Principals annual meeting, they resolved that teachers were supposed to be effective time managers, Principals came up with slogan "effective 40" that is teachers have to go to class on time and leave exactly after 40 minutes (TSC & County

Director of Education, 2008), this is only possible when teachers use professional records in teaching.

To facilitate effective teachers' use of professional records principals are mandated to supervise lesson attendance (Wango, 2009). Musungu and Nasongo (2009) noted that in Kenya principals are responsible for checking teachers' prepared professional records. The study concentrated on principals checking of prepared professional record but the left out the real implementation of the prepared records in the classroom setting, a gap to be filed by the current researchers. The study intended to find out how principals supervise use of professional records and their influence on effective curriculum implementation

3. Methodology

The study used descriptive survey design to collect data from respondents on principal's influence on supervision strategies on teacher's use of professional records for effective curriculum implementation and to allow the study collect data summarize, present and interpret for the purpose of clarification (Orodho, 2009).

The study targeted all the 40 principals, all 300 teachers and all 280 class prefects from all the 40 public secondary schools in West Pokot Sub-County. The researchers used 30% of the targeted population to sample schools, teachers and class prefects. The sample size was 12 principals, 90 teachers and 84 class prefects selected randomly and purposively.

The study used questionnaires and document analysis guide to collect data. Data cleaning and sorting was done. The research yielded both qualitative and quantitative data. Quantitative data was analysed by use of descriptive statistics (mean, standard deviation, frequency count and percentages). The qualitative data was analysed through thematic analysis. The use of questionnaire with open ended questions provided quantitative data that informed incorporation of mixed method approach to allow for collection of both quantitative and qualitative data (Creswell, 2014). Further the quantitative and qualitative data was analysed with the help of SPSS version 23. The output results were used to draw conclusion and recommendations in relation to research questions. The information from document analysis guide was analysed by incorporating coding content into the problem of the study. Quantitative and qualitative data were presented inform of distribution tables of frequencies, percentages and bar graphs.

4. Results and Discussion

Supervision of Professional Records

The study sought to assess principal's influence on supervision strategies on teachers' use of professional records. The study sought to find out respondents views on principal's supervision strategies on teachers' use of professional records. Table 2 summarises principals', teachers' and class prefects' responses on principals' supervision of teachers' use of professional records.

Table 2: Principals', Teachers' and Class Prefects' Responses on Principal's influence on Supervision Strategies on Teachers' use of Professional Records

Principals' supervisory activities Principals ∑=12 Teachers ∑=85 Class Prefects ∑=84

	Respondent	Agree		Disagree	
		F	%	F	%
Undertaking lesson observation	Principals	2	16.7	10	83.3
	Teachers	5	5.9	80	94.1
	Class prefects	34	40.5	50	59.5
Checking schemes of work	Principals	4	33.3	8	66.7
	Teachers	19	22.4	66	77.6
	Class prefects	00	00	00	00
Checking lesson plans	Principals	1	8.3	11	91.7
	Teachers	6	7.1	79	92.9
	Class prefects	00	00	00	00
Checking records of work	Principals	5	41.7	7	58.3
	Teachers	13	15.3	72	84.7
	Class prefects	00	00	00	00
Monitor lesson attendance	Principals	2	16.7	10	83.3
	Teachers	16	18.8	69	81.2
	Class prefects	25	29.8	59	70.2
Overseeing teachers checking learners notes	Principals	3	25	9	75
	Teachers	14	16.5	71	83.5
	Class prefects	30	35.7	54	64.3
Checking staff attendance	Principals	5	41.7	7	58.3
	Teachers	10	11.8	75	88.2
	Class prefects	00	00	00	00
Practice MBWA and three minutes classroom walk through	Principals	3	25	9	75
	Teachers	33	38.8	52	61.2
	Class prefects	32	38.1	52	61.9

Source: Researcher's Field Data (2020)

Table 2 shows that principals do not adequately undertake their supervision role in teachers' use of professional records in curriculum implementation, in undertaking lesson observation 2(16.7%) of principals confirmed, while 10(83.3%) negated. The responses from the teachers indicated that 5(5.9%) of teachers agreed, while majority 80(94.1%) disagreed. Class prefects responses showed that 34(40.5%) agreed, whereas 50(59.5%) disagreed. On principal practice of MBWA and three minutes classroom walk through in supervising teachers' use of professional record 3(25%) of the principals agreed while 9(75%) disagreed. 33(38.8%) of teachers agreed, while 52(61.2%) disagreed. 32(38.1%) of class prefects agreed, while 52(61.9%) disagreed. Therefore, principals are tasked to supervise teachers' use of the professional records in a bid to give the picture of attainment of set national and specific subject goals.

This is contrary to Sabaitul and Ayandoja (2012) who confirmed that principals supervise teachers' use of professional records and lesson attendance through regular class visitation. Planturoot (2006) argued that principals are tasked to motivate teachers utilise feedback received from supervisors to better their weak area of professional growth. Nzabonimpa (2013) noted that senior

teachers interviewed said that they have never been supervised by principals in class, this finding is further supported by Jared (2009) who stated that majority of interviewed teachers have never seen the principal supervising lessons in class but, they occasionally check teachers professional records.

For checking lesson plan 1(8.3%) of principals agreed, while 11(91.7%) of principals disagreed. 6(7.1%) of teachers agreed, while 79(92.9%) of teachers disagreed. 5(41.7%) of principals agreed that they check records of work, 7(58.3%) of principals disagreed. For the teachers 13(15.3%) of them agreed, 72(84.7%) of teachers disagreed. 4(33.3%) of principals agreed checking schemes of work, 8(66.7%) of principals disagreed. 19(22.4%) of teachers agreed that principals check schemes of work, 66(77.6%) of teachers disagreed. To monitor lesson attendance, 2(16.7%) of principals agreed, while majority 10(83.3%) disagreed. 16(18.8%) of teachers agreed, while 69(81.2%) of teachers disagreed, 25(29.8%) of class prefects agreed that principals monitor lesson attendance, while 59(70.2%) disagreed. This finding negated principals' responsibility of checking professional records as noted by Musungu and Nasongo (2009), principals are supposed to supervise lesson

attendance to ensure contact hours between teachers and students is maintained, hence early completion of syllabus (Wango, 2009).

This is a reason why the TSC sent a circular No.1 of 2017 on effective curriculum implementation directing all principals and teachers to be present in school all the time to ensure they attend to all timetabled lessons and other assigned professional duties like preparation, use and supervision of professional records (TSC, 2017).

From the respondents responses it therefore serves to conclude that principals neglect their supervisory roles on teachers' use of professional records thus affecting curriculum implementation.

On maintenance of Professional records principals and teachers were asked to rate how principals supervised maintenance of professional records in order to ascertain their condition. Figure 2 shows maintenance rating of professional records.
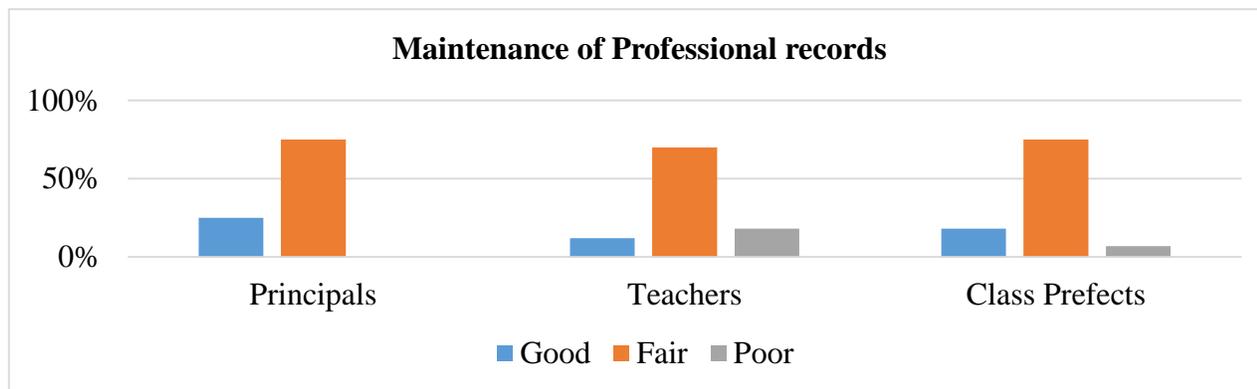

Figure 2: Maintenance of Professional Records

Source: Researcher's Field Data (2020)

It is evident from figure 2 that maintenance of professional records was not up to standard. 3(25%) of principals said that maintenance of professional records was satisfactory meaning the condition of the documents was well and properly up dated whereas, 9(75%) of principals said that professional records were fairly in working condition. When teachers were asked to rate the principals' maintenance of professional records 10(12%) said it was satisfactory, 60(70%) said it was unsatisfactory, 15(18%) said the records were not well kept. This is in confirmation of principals undoing as key person in supervision of approved curriculum and maintenance of professional

records in school. Facilitative leadership in principal involves developing a collaborative team in term of maintenance of teacher's use of professional records for effective curriculum implementation (Marwanga, 2010).

On influence of principals' supervision strategies on teachers' use of professional records, respondents were asked to state whether principal supervision of teachers' use of professional records influence curriculum implementation. Table 3 shows how the respondents indicated principal's supervision strategies on teacher's use of professional records.

Table 3: Principals', Teachers' and Class Prefects' Responses on Principal's influence on Supervision Strategies on Teachers' use of Professional Records

Respondent	Principals ∑=12 Teachers ∑=85 Class Prefects ∑=84			
	Agree		Disagree	
	F	%	F	%
Principals	10	83.3	2	16.7
Teachers	70	82.3	15	17.7
Class prefects	60	63.3	24	36.7

Source: Researcher's Field Data (2020)

Table 3 show that supervision of teachers' use of professional records influence effective curriculum implementation. 10(83.3%) of principals agreed that it influenced curriculum implementation, while 2(16.7%) of principals disagreed. 70 (82.3%) of teachers agreed, with only 15(17.7%) negating. 60(63.3%) of class prefects accepted, whereas 24(36.7%) denied that it influenced curriculum implementation, it is therefore evident from the table that with proper supervision of teachers' use of professional records effective curriculum implementation is realized. William (2000) noted that there is significant impact of checking teachers' use of professional records to curriculum implementation. Booker (2009) indicated that for a successful curriculum implementation, principals should constantly supervise teachers' professional records. Swetah (2009) argued that, principals should promote teachers' professional growth through facilitating them to attend proficiency courses on curriculum contents and pedagogical skills. The major goal of principal is to increase the learning outcomes, hence quality provision of education (Yunita, 2015).

On documents accessed from the MOE and TSC offices, the researcher sought to find out whether the said documents were available in schools. Table 4 summarises the availability of the documents in school.

Table 4: Availability of MOE and TSC Documents in school

Professional Document Frequency %	Available Frequency	%	Inaccessible	Principal ∑=12
Analysed KCSE Results	12	100	-	-
List of all Public secondary schools in West Pokot Sub-County	12	100	-	-
List of all TSC employed teachers in West Pokot Sub-County	12	100	-	-
List of Principals in West Pokot Sub-County	12	100	-	-
Co-curricular schedules and calendar	12	100	-	-
TSC Booklets on regulations, code and conduct of teachers	12	100		
TSC circulars	12	100	-	-
MOE current guidelines and policies	12	100	-	-

Source: Researcher's Field Data (2020)

Table 4 show that the documents were available in school and accessible by the researchers as indicated by all principals 12(100%). The documents were accessed by teachers and public on request. It's an efficient way of getting data from the government offices (Bowen, 2009). The researchers got the documents easily from the MOE and TSC offices for analysis. For a successful research public documents should be accessible and feasible (Cohen, 2000). Principals and teachers were kept on toes on curriculum implementation by reading the documents and by being informed on current laws and regulations guiding the teaching profession.

5. Conclusions and Recommendations

5.1 Conclusion

On supervision of teachers' use of professional records greater percentages of the respondents agreed that principals are not keen in supervising teachers' tools of profession. Only negligible percentages indicated that principals are serious in supervision of teachers' use of professional records. In most schools, professional records were not well updated and most teachers do not prepare and use the records in curriculum implementation. It is therefore evident from the study that with proper principals' supervision of teachers' use of professional record there is effective curriculum implementation.

5.2 Recommendations

From above findings this study recommends that:

i) Principals should not abdicate their curriculum supervisory roles to senior teachers, but if need be they should seriously make follow up, the principals should be in touch with all the curriculum implementation guidelines and adequately supervise them to the fullest.

ii) The class prefects should keep accurate record of all professional records, they need to report to the principals the actual shortcoming in the classroom to enhance proper curriculum implementation

iii) Teachers should use, maintain and keep up to date their professional records.

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