

**PRINCIPALS' MONITORING OF INSTRUCTIONAL PRACTICES AND ITS INFLUENCE ON TEACHING AND LEARNING OUTCOMES IN SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA****\*Michael Otieno, Dr. Daniel Otieno and Dr. Charles M. Magoma**

Department of Educational Management, Kenyatta University, Policy and Curriculum Studies, Kenya

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**Abstract**

The principals' monitoring of instructional practices is necessary and important to enhance teaching and learning processes and outcome in schools. Accordingly, the Teachers Service Commission developed the performance appraisal as a monitoring tool for improving teaching and learning processes and the outcome in public schools. Despite this measure being in place, teaching and learning outcome has remained consistently low, especially in Kajiado County. The objectives of the study are to: assess the influence of principals' monitoring of teacher preparation of professional documents on teaching and learning outcome and determine the influence of the principals monitoring of teachers instructional delivery on teaching and learning outcome. The study employed a descriptive survey design. This study population of study comprised 727 respondents in all the 9 public secondary schools in Kajiado. These respondents included 122 teachers, 594 students and 9 principals. Out of these, 342 respondents were sampled and they were comprised of 9 principals, 97 teachers and 201 students. Proportionate sampling was used to draw a sample of 97 teachers' and 201 students per school. Further, simple random sampling was used to sample teachers while convenience sampling was applied to draw the sample of students to participate in the study per school. Data was collected by questionnaires and interview schedule. A pilot study was conducted in two schools for the purpose of addressing validity and reliability of the instruments before the actual study was conducted. The analysis of quantitative data was done using frequencies, percentages and means and then presented in tables, figures. Qualitative data was arranged into themes and presented through narration and in verbatim. The study established that principals' monitoring of teachers' preparation of professional documents has significant influence on teaching and learning outcome. It revealed that principals' monitoring of teachers' instructional delivery significantly influenced teaching and learning outcome.

**Keywords:** Classroom Instruction, Outcomes, High schools, Teaching and Learning, Monitoring.

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**INTRODUCTION**

The quality of teaching and learning is paramount if goals and objectives of education in developing countries are to be realized (United Nations Educational Scientific and Cultural Organization (UNESCO, 2016). The quality of teaching and learning outcome depends on monitoring of instructional practices (Komar, Komar, Kolomiets, Roienko and Diachuk, 2019). Thus, adequate, comprehensive and ongoing monitoring of instruction in school is therefore considered imperative for improving teaching and learning outcomes (UNESCO, 2016, Bibik, 2017). In a school set up, monitoring requires inspection and control through ongoing, intermediate and final assessments to highlight improvements in the attainment of learning goals and for quality teaching and learning outcome (Mngomezulu and Bhengu, 2015). Instructional leaders should be conscious of what is happening in the classrooms by means of regular monitoring of teaching/learning processes to enhance the students' performance in the national examination (Mudzani and Makgato, 2016). In Uganda, available documents show that most teachers in Ugandan high schools rarely make lesson plans or schemes for their work (Malunda, Onen, Musazi and Oonyu, 2016; Ministry of Education and Sports [MoES], 2014a). This negatively affects teacher instructional delivery. The teachers poor pedagogical skills are also said to have contributed to low teaching and learning outcome for most learners in the in their national assessment every year (UNEB, 2015). The school administrations were insufficiently monitoring teaching and learning resulting into teachers to applying inefficient pedagogical skills (Malunda *et al.*, 2016).

Other factors notwithstanding, the employability of effective pedagogical skills by the teachers is relies on the form in which they are monitored. On conducting monitoring of classroom instructions, principals did not find a reason to carry out classroom observations except when learners or guardians raises issues about the level of instruction of a specific individual teacher (Ministry of Education and Sports, 2014a). In Kenya, Daniel and Namale (2016) asserts that the principal performs multiple roles such as monitoring as part of their administrative duties even though most teachers resist evaluation. These monitoring and evaluation roles as defined by Musungu and Nasongo (2009), the KESI (2011) and the Teachers' Code of Conduct (TSC) of Regulation (2014) state that principals should perform the following tasks: Checking the teacher's performance record to promote responsibility and accountability such as performance schemes; visits to classrooms to assess the learning and teaching environment and teachers; to determine the amount of work covered by learners in accordance with the syllabus; to check teachers' record of work, and to provide sufficient resources for instruction and use them to create conducive environment within the school. In order to help the principals implement these roles, TSC developed performance contracting and Teacher Performance Appraisal and Development (TPAD) system for principals to improve efficiency in implementation of the secondary school curriculum for enhanced teaching and learning outcomes (The TSC Annual Report, 2015/2016). In conformity with its vision of providing efficient and effective service for quality teaching and learning, the TSC developed TPAD to improve teaching performance of every school. Despite of these expected benefits, challenges such as inconsistent teacher development and incompatibility between TPAD rating and learners' output questions the effectiveness

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\*Corresponding Author: *Michael Otieno*

Department of Educational Management, Kenyatta University, Policy and Curriculum Studies, Kenya.

of this monitoring tool. By use of this tool the principals are required to produce the monthly evaluation targets which translate to the termly targets and finally yearly (Dorothy and Bonn, 2017). Challenges such as variance in lesson observation, recycling of online schemes, appraise-phobia to be observed even if an appraiser is a colleague have also been observed (Philip, 2019). In Kenya, Ministry of Education through the TSC introduced a monitoring tool (TPAD) to strengthen the principals monitoring role and improve teachers' performance with the objective of ameliorating teaching/learning outcome. However, in spite of these concerted efforts by Kenya Government, through the MoE, to improve quality of monitoring instructions practices, student teaching and learning outcome has remained consistently low at national level and specifically in public secondary schools in Kajiado County. The low teaching and learning outcome is evident as expressed in KCSE performance. Although principals' monitoring of instructional practices may lead to improved teaching and learning outcome, it remains unclear whether the principals have been monitoring teachers instructional practices and whether this can be a reliable predictor of teaching and learning outcome, hence, the need for the study.

### Objectives of the Study

The specific objectives that guided this study are:

- To assess the influence of the principals' monitoring of teacher' preparation of professional documents on teaching and learning outcome in public secondary schools in Kajiado County;
- To determine the influence of the principals' monitoring of teachers' instructional delivery on teaching and learning outcome in public secondary schools in Kajiado County;

## LITERATURE REVIEW

### Concept of Monitoring of Instruction

Sufficient, comprehensive and continuous monitoring is an important factor for efficient implementation of whichever program within the education system (Bibik, 2017). In scientific sources, "monitoring" is described as a network of continuous, interim and summery evaluation as well a systematic assessment of a project or a program (Mertens, 2009). Monitoring and evaluation plays important role in all the projects, programs, and policies. As every education system includes policies, objectives, planning, and implementation, monitoring and evaluation is important to check the progress towards meeting objectives. According to Ndungu et al (2015), monitoring is conducted by school principals at school level.

### Principals' Monitoring of Teachers' Preparation of Professional Document

The ultimate goals of curriculum and instructional planning are to lead to improvements in the quality of teaching practices and the learning experiences of the students. These in turn would enable to find out the outcomes of teaching and learning. The institutions, where the curriculum and instructional planning is implemented in an effective manner, there the individuals would be able to accomplish their desired goals and objectives. A study by Mngomezulu and Bhengu

(2015) on Strategies of monitoring instructions in schools in South Africa observed that the strategic monitoring teams use instrument to monitor how teachers prepare for classes and frequent monitoring of syllabus coverage. The principals' checks at least once in a week the teachers' files that they used in for preparing every day lesson. These files contain teachers lesson plans, schemes of work and students assessment records. In these lesson plans, the principals check the connection between the lesson plan and the scheduled work. The research was done using qualitative study approach and a case study design. Semi-structured interviews were carried out for principals. The data collected was analyzed by applying the inductive approach. However, the current study used descriptive survey which involves both qualitative and quantitative approaches. Questionnaires and interview schedule were used in collection of data. Sule, Eyiene, and Egbai (2015) in an ex-post facto research design explored the principals' appraisal of teachers' lesson notes to check their effectiveness in public high schools in Nigeria. The research revealed a positive co-relation in the monitoring teachers' lesson notes and teachers' performance. When principals officially, frequently and constantly check the teachers' lesson notes and classroom delivery, the quality of teachers work performance in instructional delivery is improved as opposed to monitoring being spontaneous, discontinuous and concise. When teachers are not properly monitored, the result would be teachers' in instructional delivery would be completely affected. This may in turn affects the performance of individual student and the school as a whole. The current research used descriptive survey method as opposed to ex-post facto research design.

In Kenya, in a study on school administration and KCSE performance of students in secondary schools in Kamukunji Sub-County, Nairobi County, Osiri, Philiyesi and Ateka (2019) established that the role of school administrators in monitoring teaching activities have influence on student performance. The roles that were there; looking at relevant professional documents which include; schemes of work, work for the week, lessons plan and register on attendance; classroom observation which includes observing teaching and learning activities, checking student notebooks and visiting classrooms every month. The study employed a convergent parallel mixed research design in which both descriptive research and phenomenology research design were used. This study used a descriptive research design. Although this study looked at the role of school principals in overseeing teaching activities, it failed to find other aspects/practices which were being monitored and evaluated by the school principal. Using a descriptive survey design, Ibrahim and Benson (2020) conducted a study on monitoring and evaluation of teacher effectiveness with a focus to use TPAD Tool in Public high Schools in Nyandarua South Sub- County. The research found that monitoring of teachers on the time they clock in for duty and leave improved as the teachers spent much time in school resulting to teachers having more contact time with their students. This has in turn led to the early coverage of syllabus, creating enough time for revision. Teachers are now capable of making updates as they prepare students for exams and promotions in the following grades. Working within the timeframe has set a good culture for teachers in schools. Teachers are now perceive meeting the deadlines put by the school administration as a positive thing that gives them confidence. A study by Mugambi (2015) on the roles played by the school principals in promoting academic performance of

learners in secondary schools in Tigania west sub-county found out that frequent checking of teachers notes was contributing to high students' academic performance. About making sure that schemes of work are prepared in time, lesson notes are made and records of work filled every day, it was observed that all principals of schools that perform made sure that teachers prepare these documents. This research study used a descriptive survey research design to investigate the extent to which the principals monitoring of instructional practices and its influence on performance in KCSE in public secondary schools in Kajiado County. A study by Chenge and Syomwene (2016) on internal curriculum supervision of life skills education in public secondary schools: a case of Lugari sub-county, Kenya shows that internal curriculum Supervisor rarely approved professional documents for life skills education. Moreover, internal curriculum supervision rarely performed classroom observation to monitor the extent to which teachers conducted Life Skills Education in their schools. Due to lack of daily monitoring of life skills education, its implementation in public secondary schools was deteriorated. The study was based on the behavioral theory of leadership. It applied a descriptive survey research design as well as a mixed-method research methodology. This research used document analysis, interview schedules and questionnaires. The extent to which the principals check teachers' professional documents seem to vary from one region to the other creating a gap.

### **Principals' Monitoring of Teachers' Instructional Delivery**

Sule, Eyiene, and Egbai (2015) did a study on instructional supervisory practices and teachers' role effectiveness in public high schools in Calabar South Local Government area of Cross-river State, Nigeria. The study found that classroom observations /visits are a basic management for instructional delivery. As class observation takes place, the supervisor (principal) looks at how the teachers plan their instructional delivery. The principal normally prepares a monitoring/observation schedule that shows how the teacher controls classroom, manages learning diversity, lesson presentation, content mastery by the teacher, student involvement and teaching methods used. The supervisor can incorporate taking of videos into the lesson without interrupting the classroom so that he or she can sit down with the teacher and deliberate the strengths and weaknesses in an effort to improve the teacher's standard in the teaching process. Through such lesson observation, individual teacher is empowered. This study failed to show how the principals monitor the classroom instructions process. This gap was filled by the present study. On classroom observation, Iloh et al (2016) reported that observation should be done in actual classroom environment in which teacher being monitored makes a presentation of the lesson that he or she had prepared for. The observer/principal observes how the teacher apply various teaching methodologies, instructional materials, how he or she relate with the students, how he/she use the blackboard to write down key points, how he/she use formative or summative evaluations to evaluate learners, how they organize class activities. The observer (principal) then evaluates how the teacher has performed and provides feedback which is useful for improving the efficiency in teaching process. Observation of lesson delivery is not done with the purpose of finding errors during instructional process but it is the basis for principals to incorporate teachers in identifying errors and improving on them. After class

observation, the purpose of this visit can only be complete unless the principals guide and assist teachers to improve on their areas of weakness experienced during lesson delivery. In South Africa, a study by Mestry (2017) looked at principals and experiences of their leadership practices in order to improve learners achievement in public schools, established that principals' roles are to monitor teachers and heads of departments and to ensure that processes are in place for effective teaching and learning. They also develop existing resources and implementing student intervention programs. Always, they monitor student progress and report to parents on student progress. The qualitative research methodology was used to obtain the thoughts and feelings of the school principals on their function as instructional leaders to improve learner achievement. The current research looked at the principals' monitoring activities as opposed to their perspective and experiences and used a descriptive survey design as opposed to the qualitative design employed in the study. Malunda, et al (2016) conducted research on instructional supervision and the pedagogical practices of high school teachers in Uganda. The study employed a descriptive cross-sectional survey design. The study used both Quantitative and qualitative techniques of data gathering and analysis. The study was based on McGregor's theory X and theory Y. The study established that school authorities were inadequately carrying out monitoring of teachers teaching methodologies, thus giving teachers an opportunity to engage ineffective pedagogical exercises. Other factor notwithstanding, the study concluded that teachers' pedagogical methods were based on how well they are monitored. So as to supplement teacher pedagogical practices, inspections by the Directorate of Education Standards must be increased and frequent in-service training should be provided to senior teachers and headmasters on how to carry out classroom observations and checking of portfolios in schools. Whereas this study was anchored on McGregor's theory X and theory Y, the current study was based on result-based management theory.

Imo and Bassey (2015) did a study to investigate the relationship between principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria. The study shows that there is a strong correlation between principals' classroom monitoring strategies, and teacher performance. Considering the findings, it has been concluded that the performance of the teachers can be improved if they are carefully monitored by the principal using numerous monitoring procedures. It was determined that classroom visits by principals has positive co-relation to the performance of teachers. The performance of teachers is largely dependent on these strategies found to be the benchmark for improving the effectiveness of teacher performance that led to the achievement of learners. The study affirmed that it's the duty of the school heads to ensure monitoring of classroom instruction is done because this can pay off by strengthening the teaching and learning in schools. The study was based on ex-post facto research design different from descriptive research design used for this study. A study by Oluremi (2016) on principals' performance of administrative tasks and its relationship with teachers' job effectiveness in Osun state secondary schools in Nigeria indicate that proper monitoring of teachers teaching activities is the most effective administrative function. However, it suggests that principals should always watch the teachers in the classroom as they deliver content. This will improve their

teaching performance. The study used both descriptive researches of the survey and ex-post facto designs while the current study employed descriptive survey alone. The study focused on teachers' job effectiveness while this study looked at principals' monitoring of instructional practices and its influence on teaching and learning outcome in public secondary schools in Kajiado County. Laska (2016) conducted a study on monitoring and evaluating the performance of teachers through the process of observation in the classroom. The study found that the monitoring of teachers during one-hour lessons was an important task of inspectors and school principals. In addition to periodic observations, an important point out that the work of the school principal in this context is the evaluation of teaching and learning processes in classes. Therefore, the school principals monitor and evaluate the same teacher on a set of instructional lessons. Classroom observation is a fundamental strategy for teacher professional development. From this observation, the monitor should give full conclusions regarding the performance of each teacher and draw conclusions regarding its improvement. The experience of many countries has shown that these observations should be related to the comprehensive development program of teachers in the school. This study narrowed on class observation as the only strategies used by the principal. The current study looked at observation among other strategies.

According to Okumbe (2013), the administrative roles of principals include observing actual teaching practice, focusing on their strengths and weaknesses. In addition, teacher development is also improved through enhancing teacher skills and professionalism, making sure that teachers have a track record of monitoring students' academic progress, setting goals and objectives for students and ways and means to achieve them (Lempira, 2014; Mwangi, 2014). This formed part of the monitoring practices at the school. This is in line with Mugambi (2015) who posits that principal usually visits the students' regularly and formally in classrooms to check the student's notebooks and work. The study observed that 90% of the principal visits the classroom at the high performing school, and almost three quarters of the principals' in charge of are high performing schools and average performing schools respectively visited classrooms. Namunga (2017) did a study on the effect of supervision of instructional practices on teaching and learning in high schools in Kenya. The study embraced a mixed-methods approach and employed a descriptive survey design. The research was guided by Glutton's theory. The study indicates that classroom monitoring of instruction is intended to make better the instructional processes and the principal should be well acquainted with knowledge of how to conduct monitoring to carry out this process to inspire teachers to teach better. The study concluded that the monitoring of instructional practices enhanced instructional processes in high schools in Bungoma County. This study embraced a descriptive survey design and was based on results-based management theory. A study by Okoth, (2018) aimed to investigate frequency of principals' involvement in teacher management through effective instructional delivery at each school level. The study was a descriptive study and used the applied survey design. The study was based on by McGregor Theory X and Theory Y. The study established that teachers need to be made aware of need to prepare professional documents prior to instructional delivery. This results to effective instructional delivery that has led to improved performance on KCSE. Some of these documents that should be prepared are lesson plans and notes

that are prepared based on schemes of work. The schemes of work are prepared from the syllabus provided by the ministry of education. Records of work should be checked weekly to monitor syllabus coverage and they are made based on lesson plans and notes. While this study was anchored on McGregor Theory X and Theory Y, the current view was based on outcome-based management theory. Based on the literatures reviewed; many authors posit that instructional delivery can influence teaching and learning process and outcome. However, none of them addressed particular instructional methods that produce the above mentioned outcome on learners' performance.

## RESEARCH DESIGN AND METHODOLOGY

### Research Design

A research design is a conceptual structure out of which a study is carried out; it is comprised of documents for the collection of data, measurement and analysis of data (Kothari, 2004). This research used a descriptive survey design that incorporated qualitative as well as quantitative methods of research to study the principals' monitoring of instructional practices and its influence on teaching and learning outcome in schools in Kajiado County. Qualitative data was derived from the interviews and open-ended questions. Quantitative data was obtained from the questionnaires.

### Variables of the Study

The study has independent and dependent variables as well as the intervening variables, in this study the dependent variable is teaching and learning outcome. The independent variable is principals' monitoring of instructional practices. The intervening variables are categorized into students' discipline, economic status of the students such as poverty and student's level of intelligence.

### Location of the Study

This study was carried out in public high schools in Isinya Sub-county of Kajiado County. Isinya town is the capital of the sub-county. Isinya sub-county is 58 km south of Nairobi along the Nairobi-Arusha highway.

### Target Population

This study targets all public secondary schools in Isinya Sub-County. The number of public secondary schools in Isinya Sub-county is nine. The respondents in all the nine public secondary schools in Isinya Sub-County were targeted.

### Sample Size and Sampling Technique

The total number of public secondary is 9 in Isinya Sub-county. The sample size population was determined by Yamane formula as cited in Israel (1992). There is a 95 % confidence level and for teachers and students.  $P = .05$  was assumed for both teachers and students

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

n-the sample size  
N-the population

Table 1. Sample size and target population

Target population	Total Population	Sample Size	Sample size Percentage	Sampling technique
Teachers	130	97	74.6	proportionate, simple random
Principal	9	9		Census
Students	594	239	40.2	Proportionate, convenient
Total	738	382	47.5	

Researcher 2021

The resulting samples are as follows: teachers were 97 and students were 239

The Table 1 shows the computation of the desired sample size as shown above gives 97 as the smallest number of respondents that can be chosen from a population of 201 teachers in Isinya Sub County. This represents 74.6% of the population. The teachers sample size was considered adequate based on Mugenda and Mugenda (2003) and Kumar (2010) recommendation that for a small population, a sample size of 20% and above is a good representation while for a large population and a sample size of 10% is a good representation. All the nine principals from the different schools were used as respondents for interview.

The proportional sampling formulae was used to determine sample sizes of teachers and students are:

$$n_i = N_i/N * n$$

Where:

$n_i$  represents the proportional sample size

$N$  represents the total population

$N_i$  represents the proportional population size

$n$  represents the calculated sample size

### Sampling Techniques

This study used proportionate sampling technique, simple random sampling, convenience sampling and proportionate sampling. For this study, all public secondary schools in Isinya were included in the study hence there was no sampling of secondary schools. Schools in different categories were proportionately represented in the sample. The researcher also used census method where all principals were included since they are homogenous. This is because the numbers of principals were not too high. This position is supported by Mugenda and Mugenda (2003) who stated that when we have a smaller population, the most considerable method is census. Additionally, the researcher applied proportionate sampling to group 97 teachers sampled among the different schools where the respondents (teachers) were chosen depending on the population. Simple random sampling was then applied in selecting teachers in particular school. The researcher obtained a list of the names of all the teachers in each school on paper from the school administration and randomly assigned the serial numbers to each. Each serial number was folded in same size and shape, dropped in a cup and then researcher randomly picked the teachers who were included in the study from the blended. The advantage of this sample-like lottery approach is that it prevents bias by offering an equal chance to each teacher to be selected for the study. For students proportionate sampling was also used to divide 239 form three students per school. Convenience sampling was applied in choosing the sample of form three students in every school who were used in the study as respondents. In this case, the researcher simply selected the requisite number from conveniently available cases (Orodho, 2009).

### Research Instruments

The researcher used interviews for principals' and questionnaires for both teachers' and students during data collection. Questionnaire was used because of its commonest instrument of data collection in a descriptive survey designs (Orodho, 2003).

### Pilot Study

The pilot study was used mainly for testing the validity and reliability of the instruments that was in the study. A pilot study was performed in two public secondary schools in outside Kajiado County. Questionnaire was administered to 8 teachers and 30 students sampled from the two schools. According to Kombo and Tromp (2006), testing the validity and reliability of the questionnaires as well as other tools is one sure way the researcher can find out the consistency and effectiveness of the instrument. The two schools were excluded in the actual study. This is in line with Kaifeng and Miller (2008) argument that the respondents used to confirm the validity and reliability of the instruments should not be part of the sampled population. Since both the teachers and students' questionnaires contain a multiple Likert type of questions, Cronbach's alpha technique, therefore, was most preferred method for approximating the internal consistency of the research instruments. The computed results indicate the Cronbach's alpha results are 0.9126 for teachers and 0.899 for student's questionnaires showing a high level of reliability of the instruments. The closer Cronbach's alpha co-efficient is to 1, the higher the internal consistency reliability (Sekaran and Bougie, 2016).

### Data Collection Procedures

The data collection instrument were administered on the agreed date and distributed to all selected schools. Serial numbers was used to identify the respondent. The questionnaires were then be administered by the researcher in person to the students either at school or at their residential areas with the permission of their parents or guardian at convenience. The questionnaires were filled within thirty minutes. The researcher then gathered all the filled questionnaires for data cleaning and analysis. After this session, name-list of all the teachers was picked from the principals' office. Then, a serial numbers were randomly assigned on the name-list and the numbers folded and cautiously mixed and picked to obtain a sample..

### Data presentation and analysis

Data analysis was achieved and presented as per every objective of the study. The interview schedule, the teachers' questionnaire and the students' questionnaire generated qualitative as well as quantitative data.

### Quantitative Data Analysis

Data that was gathered by use of questionnaires was first edited to correct omissions and errors where possible. The

quantitative data was arranged inform of a codebook and keyed into the computer and organized using the SPSS Version 25. Descriptive statistics such as means, frequencies and percentages were used. Findings were presented using tables, bar graphs, pie charts to summarize the variables.

### Qualitative Data Analysis

Interviewees' experiences and opinions concerning the relationships between study variables which were recorded and written were cleaned and edited. They were analyzed by establishing themes and presented in the form of narrations and verbatim around the study objectives.

## PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

### Influence of Principals' Monitoring of Teacher Preparation of Professional Documents on Teaching and Learning Outcome

The study's first objective was to assess the influence of principals' monitoring of teachers' preparation of professional documents on teaching and learning outcome in public secondary schools in Kajiado County. Principals were interviewed while teachers and students filled the questionnaire.

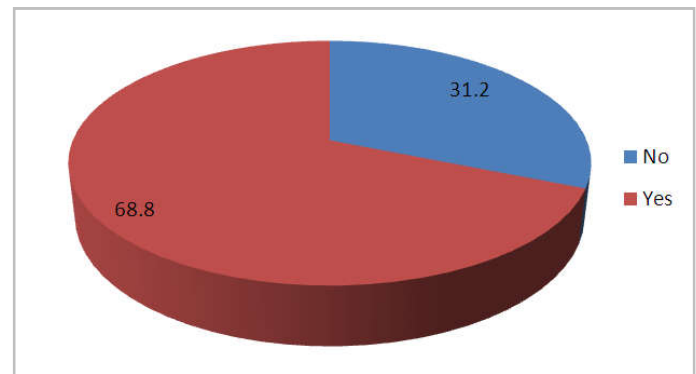


Figure 1. Pie Chart on Teachers' Opinion on Checking of Professional Documents

Figure 1 shows that majority of teacher (68.8%) observed that principals checked professional documents. Principals' checking of professional documents has a bearing on way learners perform in their examination. These findings are consistent with those of Gachoya (2008) in Nyeri who found that 70% of principals were willing to advise teachers on appropriate making of professional documents. In contrast, the findings are not in line with those of Abdinoor (2013) who observed that there was a failure of head-teachers to assist teachers in preparing professional documents, especially work programmes.

Table 2. Principals' Monitoring of Teacher' Preparation of Professional Documents

	Instructional monitoring of teacher preparation of professional documents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	S.D
		F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)		
1	Principals vet of lesson plan weekly	1	1.1	13	14.1	10	10.9	48	52.2	20	21.7	3.34	1.39
2	Gives recommendation that can improve my lesson plans	1	1.3	10	12.5	10	12.5	25	31.3	34	42.5	3.59	1.45
3	Checking schemes of work used by teachers	0	0.0	14	15.2	13	14.1	41	44.6	24	26.1	3.42	1.37
4	Gives suggestions to assist me to improve on my preparation of my scheme of work	2	2.2	16	17.6	10	11.0	40	44.0	23	25.3	3.49	1.31
5	Checking syllabus coverage	2	2.2	6	6.5	9	9.7	24	25.8	52	55.9	3.71	1.47
6	Checking students notebook	2	2.2	13	39.6	17	18.7	23	25.3	13	14.6	3.55	1.34

Table 2 shows that 48 (52.2%) of the respondents observed that checking the making and use of lesson plans was often a monitoring practice by the principals. Majority of respondents (42.5%) strongly agreed that the principals check and gave recommendations to improve lesson plans. Similarly, majority of the respondents (44.6 %) observed the principals checking and ensuring that the preparation of the schemes of work as the most common method of monitoring instruction in their schools. Majority of teachers (44%) also agreed that most principals gave suggestions to assist them to improve on their preparation of the schemes of work. Thus, the principals considered it important to review the schemes of work. This finding agrees with that of Malunda et al. (2016) that shows that principals usually check the schemes of work and make recommendations to improve them. Fifty two (55.9%) of respondents/teachers said that the principals checked on syllabus coverage whereas majority of respondents (25.3%) pointed out that principals checks students notes to ascertain work covered. This ensured that teachers played their instructional role as expected.

The teachers were further asked whether principals monitored development and use of professional documents. The findings are shown in Figure 1.

The researcher also conducted a further interrogation on principals to seek in-depth information. Majority of the principals said that they carried out checking of teachers records of work weekly as required by the MoE policy. While sharing similar sentiments, the principal No. 2, from one of the top schools in Isinya sub County, had this to say:

I monitor various instructional practices in the school such as inspection of requisite documents like daily checking of lesson plans, weekly review of records of work and termly checking of schemes of work. I also check whether syllabus is properly written and updated

Principal No. 4 from low performing schools had this to say:

I have to check on these documents to be on a safer side. I hope you are aware that when quality assurance and standard officers visit our school, they first demand to see professional documents to ascertain whether I always mark and sign them.

When asked their opinions of whether checking of professional documents had any influence on teaching and learning outcome, the principals No. 3 had said.

Yes, on checking of professional documents, other than being a policy requirement, it tremendously contributes to early syllabus coverage leading to students' mastery of content and hence good teaching and learning outcome. It also enables me to have an insight of what the teachers are doing.

The above sentiments by the principals clearly confirm that majority of the principals check the professional records such as lesson plans, records of work, and schemes of work in compliance with the educational policies. Similar research by Jeptarus (2014), and Paul, et al. (2016) observed that most teachers attest to the fact that principals often reviewed and signed teachers' records of work and lesson plans in their schools.

**Influence of Principals' Monitoring of Teachers' Instructional Delivery**

This study's second objective was to determine the influence of principals' monitoring of the teachers' instructional delivery on teaching and learning outcome in public secondary schools in Kajiado County. The results on the principals' monitoring of the teachers' instructional delivery are presented in Table 3.

**Tables 3. Principals' Instructional Monitoring of Teacher Instructional Delivery**

Monitoring of teacher delivery		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	S.D
		F	P	F	P	F	P	F	P	F	P		
1	Observes classes to see how teachers teach	0	0.0	5	5.3	11	12.1	51	51.3	24	26.4	3.49	1.35
2	Conduct in-person meetings with teachers to reexamine syllabus progress	1	1.1	11	11.8	10	10.8	22	23.7	49	52.7	3.72	1.42
3	Walk in during lessons by the principals improve learner's achievement in exams	12	13.0	3	3.3	17	18.5	41	44.6	19	20.7	3.41	1.29
4	Watching the teacher during lessons encourages teachers to use the most effective instructional methodologies	10	10.9	0	0.0	14	15.2	43	46.7	25	27.2	3.58	1.29
5	Evaluate teachers' classroom management.	13	14.1	15	16.3	2	2.2	40	43.5	22	23.9	3.37	1.38
6	Providing teachers and learners with learning resources	12	13.0	15	16.3	4	4.3	25	27.2	36	39.1	3.63	1.47
7	Monitor the use of teaching/learning resources in teaching	13	14.4	15	16.7	2	2.2	26	28.9	34	37.8	3.48	1.46
8	Checks the methodology that the teacher uses to deliver content	0	0.0	23	24.7	11	11.8	39	41.9	20	21.5	3.28	1.34

Table 3. shows that the majority of the teachers 51 (51.3%) agreed that the principals visited and monitored teaching in the classrooms while 5.3% were of the contrary opinion. 21.4% strongly agree while 12.1% are non-committal. This implies that most of the principals monitored teaching and learning in classrooms. The finding that the principals conduct visits in most classes as the lesson progresses concurs with the Jared's (2011) finding that principals did some informal classroom visits during lessons in schools in Kampala. However, Nyamwamu's (2010) finding stated that the principals had many other responsibilities in managing the school, which were more important than class visitation and observation. On conducting face-to-face meeting to review syllabus progress, majority of the teachers (52.7%) of teachers with a mean of 3.72, strongly agreed and, 23.7% agreed, whereas 11.8% disagreed and about 10.8% were non-committal on whether the principals conduct face-to-face discussions with them to review syllabus progress. This finding is in accordance with the findings of a study by Mngomezulu and Bhengu (2015) on strategies of monitoring instructions in schools in South Africa. On the other hand, 44.6% of teachers strongly agreed that principals' walking into classes during lessons by the principals improved learner's achievement in examinations while 13% were of the contrary opinion. This implies that the principals were keen on monitoring the activities in the

classroom. Majority of teachers (44.7%) noted that the principals' observation of teachers during lessons encourages them to use the most effective instructional methodologies. Nearly 43% of teachers said that the principals evaluated teachers' classroom management. This finding is in line with the findings of Mugambi, (2015) who established that feedback made from visits and walking into classes encourages teachers to improve on their areas of weakness. And that walk in also make principals more visible in schools and this contributed to efficiency. Further, majority of teachers (39.1%) were of the opinion that principal provided teachers and learners with teaching/learning resources, 13% of teachers were of the contrary opinion while 27.1% were non-committal about the principals' providing of resources. The large number of teachers being neutral in response may be due to the fear of being reprimanded by the principals. In the case of the principals assisting their teachers in selecting the requisite learning materials for their subjects, the findings indicate that this was the case. The findings indicate that majorly (37.8%) of the principals assisted teachers in selecting appropriate teaching / learning materials and evaluating their use during the delivery of lessons. Slightly more than 16% had conflicting opinions. This can hinder teachers' ability to conduct effective instructional process. On provision and use of resources, principal No.3 pointed out:

We try our best to provide resources and monitor their use. However, lack of enough facilities such as classrooms and science equipment still makes it challenging. The broad syllabus in some subjects poses serious challenges since most schools do not finish the syllabus on time.

This sentiment implies that the principals provide resources even-though they were inadequate probably due to lack of funds. This may affect the performance of students. These findings are in line with Osakwe (2010) who stated that there is an important relationship between principal monitoring strategies and teacher performance in terms of use instructional materials. About 39(42%) of teacher agreed that principals, during classroom observation, usually checked the methodology that the teachers used to deliver content.

About 25% of the respondent disagreed while about 12% of teachers were neutral and had nothing to say about checking of methodology used in the classes. This means that most principals were aware of what was happening in the classes and could take corrective measures where necessary. These findings imply that even-though majority of the principals checked on methodology used, an undisputed number of them do not check on the same during lesson observation. Similar findings were reported in several reviewed studies (Hussein,

2015; Mohammed, 2015; and Sultan, 2017). Further, the research also sought to find out from the students on whether the principals went around to check on the activities that took place in their classes. The findings are presented in Table 4.

**Table 4. Principal Going Round to Carry out Observations**

Principals going round	Frequency	Percentage
No	75	37.9
Yes	123	62.1
Total	198	100.0

Table 4 shows that majority of the students 123(62.1%) confirmed that the principals normally went around their classes to check how teaching and learning took place. Only 75(37.9%) were of the contrary opinion. This data vividly shows that the principals monitor instructional delivery. This is similar to findings of Obunga's (2019) study that most principals normally how teaching and learning takes place by walking around. From the Tables 3 and 4, one is able to conclude that most of the teachers were of the opinion that the principals' monitored instructional delivery. This may lead to quality teaching and learning and hence better performance of learners at KCSE. The monitoring and evaluation of instructional processes by the principals are in line with the findings of Malunda, Onen, Musaazi and Oonyu (2016) on monitoring of instructional practices of teachers of secondary schools in Uganda. This established that the principals' classroom observations have statistically significant effect on teachers' delivery leading to improvement in teaching and learning outcome in schools in Uganda.

To get further information on the principals' monitoring of instructional delivery, an in-depth face-to-face interview was conducted. Regular classroom visits and walks in keep principals informed of how learning and teaching are going at school. Principal No.9 said:

Sometimes, I go and see if the teachers in their classrooms teach ... However, because I have so much to do as a principal, I have always given the task of monitoring teaching and learning to my deputies and HODs. The principals emphasized that visiting classes and walking around the school gives them an overview of how teaching and learning are happening in school.

During the interview, principal No. 5 had this to say:

Initially, teachers used to perceive being monitored as infringing on their rights. They will feel as though you are targeting them for one reason or another. However, of late they have started to embrace it because they know it's a policy requirement and for the sake of TPAD.

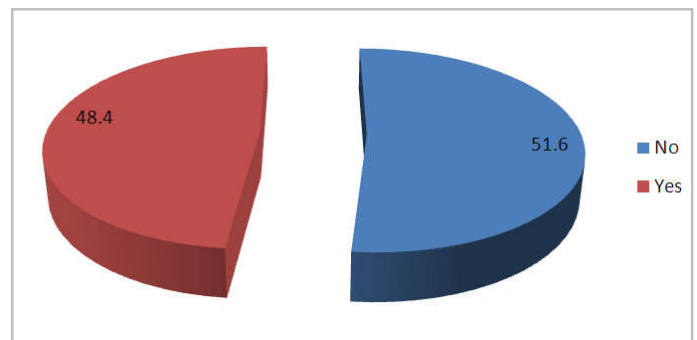
Principal No. 1 from Isinya Sub County had a different opinion with regards to how monitoring of instructional practice happens in their school. She indicated as follows:

It is inevitable since things are done well when thoroughly monitored. It is largely dependent on the school principal for these policies to be implemented effectively. As for me, I put more effort on instructional delivery because that's where the future performance of this school lies.

The responses made by the principals suggest that monitoring of instruction actually happens in schools. The researcher

asked the teachers whether the principals monitored their lessons. The data on principals' monitoring of lessons are shown in Figure 2.

Majority of the teachers (51.6%) agreed that the principals monitored their lessons fortnightly and gave them feedback for improvement. One can deduce that monitoring of instructional delivery was carried out. Based on the principals' responses and the mean average of 3.5 for the items measured, one can deduce that the principals' monitoring of instructional delivery was done even though the quality of monitoring is questionable because it was mostly done to comply with policies. Glickman and Gordon (2012) posit that checking of instructional delivery is a springboard to the success of the school. Thus, one can conclude that teachers were not often and thoroughly advised on better techniques of delivery and this leads to low academic achievement (as low as 2.76 ) as was observed in one of the schools.



**Figure 2. Pie chart on principals' monitoring of lessons**

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary of the findings

The findings of this objective established that to a larger extent, the principals checked the professional documents, though not frequently and with keenness to bring meaningful change in performance of the school. In schools that registered low performance in KCSE, this established lack of thoroughness and keenness in monitoring teachers' professional documents. However, in high performing schools, the principal were interested in monitoring of professional documents to ensure early coverage of syllabus. It was established that principals monitoring of professional documents have positive influence on teaching and learning outcome in schools in Kajiado County. The study findings revealed that principals conduct lesson observation more often by unscheduled visits (walk-through) than by formal and informal arrangements. The findings further revealed that post-observation conferences were at least performed by many principals in schools in Kajiado County. Based on the principals' responses and the mean for the items measured, one can deduce that the principals' monitoring of instructional delivery was done even though the quality of monitoring is questionable.

### Conclusions and recommendations of the Study

Based on the findings, it was reasonable to conclude: Although there are many instructional practices in school, principals rely heavily on selected tasks that include overseeing and evaluating schemes of work and evaluating and ensuring use of



lesson plans. Pieces of evidence show that monitoring of teachers' preparation of professional documents by the principals had a minimal but significant influence on teaching and learning outcomes schools. The study found that one practice may work in one school; the same practice may not work in another school. Instructional delivery was moderately being checked by the principals. The study recommended that when monitoring teachers' professional records, principals should endeavour to peruse the contents and make constructive comments before they append signatures. Secondly, the study recommended that principals should collaborate with the teachers to develop a comprehensive plan for classroom visitation in their schools. The arrangements should indicate the procedures, instructional technology requirements, and objectives of the exercise.

## LIST OF ABBREVIATION

**Ho D** - Heads of Department  
**KCPE** - Kenya Certificate of Primary Education  
**KNEC** - Kenya National Examination Council  
**KUCCPS** - Kenya Universities and Colleges Central Placement Service  
**MoE** - Ministry of Education  
**STD** - Standard Deviation  
**TPAD** - Teachers Performance Appraisal Development  
**TSC** - Teachers Service Commission  
**UNEB** - Uganda National Examination Board  
**UNESCO** - United Nations Educational, Scientific and Cultural Organization

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