Influence of Principals' Supervision Strategies on Curriculum Implementation in Public Secondary Schools in West Pokot Sub-County, Kenya

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(B. Ed- CUEA)

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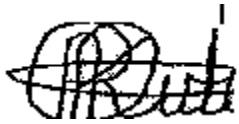
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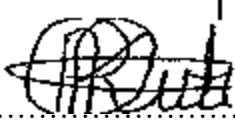
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DEDICATION

I dedicate this to my parents, George Logwee and my late mother Julia Yeko whose desires found it right for me to go to school, to my dearest wife Felistus Jepkorir and our daughters; Fancy Chelimo, Femmy Cherotich and Fenny Chenangat whose constant presence ignited a source of inspirations for this work.

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ABSTRACT

Principals' inadequate supervision strategies on curriculum have continued to affect effective curriculum implementation in schools. This has contributed to a decline in performance in all secondary schools in West Pokot sub-county. It is on this basis that this study sought to establish the influence of principal supervision strategies on curriculum implementation in public secondary schools in West Pokot sub-county. The study objectives were: to assess the influence of principals' supervision strategies on teachers' use of professional records on curriculum implementation, to find out the influence of principals' supervision strategies on use of teaching and learning resources on curriculum implementation, to investigate the influence of principals' supervision strategies on teaching staff on curriculum implementation and to examine the influence of principals' supervision strategies on co-curricular activities on effective curriculum implementation. The study was guided by Management by Walking Around (MBWA) model of Tom & Robert and "Three Minute Classroom Walk Through" model of Carolyne Downey. The study adopted descriptive survey design. The study targeted 40 principals, 300 teachers and 280 class prefects in all 40 public secondary schools in West Pokot sub-county. The study used 30% of targeted population to sample the population for the study through simple random sampling technique. The researcher used purposive sampling to sample 12 principals and 84 class prefects while simple random sampling technique was used to sample 90 teachers and 84 class prefects to take part in the study. A total of 186 respondents took part in the study. Questionnaires were used to collect data from principals, teachers and class prefects. Document analysis guide was used to obtain information from public records. Validity of the instrument was done through experts' opinions, while its reliability was tested by piloting the instrument through test-retest method and computed by use of Pearson rank correlation coefficient. The statistical 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. The researcher analysed the data by mixed approach that is by incorporating the qualitative and qualitative methods. The researcher presented the analysed data using frequency distribution tables, bar graphs and pie charts. The study observed ethics in regard to research. The findings of the study indicated that most principals were inadequate in supervision of curriculum implementation. Majority of teachers denied principals check their professional records. On supervision of instructional resources teachers cited that most principals never supervised. The researcher found out that most principals delegated supervision tasks without serious follow up, on supervision of co-curricular activities, majority of teachers and class prefects disagreed. The study concluded that actual principal supervision of curriculum implementation was weak as explained by poor performance in KCSE results. The study recommended that learners and teachers should make use of teaching and learning resources. 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. Teachers will gain by implementing the strategies in the classroom reality hence improving content delivery. The learners will benefit when the strategies are applied in curriculum implementation hence their performance in academic and co-curricular activities will improve.

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LIST OF ACRONYMS

BOM: Board of Management

CCA: Co-Curricular Activities

CDE: County Director of Education

CEO: Chief Executive Officer

CQASOs: County Quality and Standard Officers

CSO: Curriculum Support Officer

HR: Human Resource

KCPE: Kenya Certificate of Primary Education

KCSE: Kenya Certificate of Secondary Education

MBWA: Management By Walking Around

MOE: Ministry of Education

MOEST: Ministry of Education, Science and Technology

PTA: Parent Teacher Association

PC: Performance Contract

SPSS: Statistical Package for Social Sciences

TPAD: Teacher Performance and Appraisal Development

TSC: Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Curriculum is all about planned and unplanned experiences through which various schools subjects are taught, learnt and assessed (Thorng, 2013). Farrant (2004) concurs with Thorng that curriculum is the sum of all learning opportunities the environment present to a learner, designed and organized for a purpose. It is therefore clear that when curriculum supervision is well planned quality education is realized. Supervision involves continuous and systematic checking of programmes. Supervision at the school level influences curriculum implementation (Ministry of Education, 2008). The head teacher is mandated to implement and supervise all activities at the school level. According to Adu and Gbadgensin (2017), supervision refers to moving group towards performance, attaining of predefined goals and improving the outcomes of each school or institution. Curriculum supervision has given coherent direction for improving quality instruction. Curriculum implementation, according to Okello and Kagoire (2013), is a varied network of activities designed into classroom activities and change of learners' attitudes with the aim of participating in them.

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 has paid little attention to curriculum since supervision and curriculum implementation were viewed as separate functions. Emmons further argued that curriculum has been subject of study and innovation since the beginning of organized education. According to Tyagi (2010), supervision in USA is a distinct practice in relation to curriculum. Initially supervision in USA 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 heads of schools were tasked to supervise all schools programs. Initially attention was on teacher and not curriculum. 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 involve classroom observation, teacher assistance and evaluation, schools are free to choose how they organize what to teach as long as the contents of the States and Federal curriculum and educational policies are taught to all students. The need for effective curriculum implementation has continually placed growing attention on the head teachers in providing crucial supervisory role (Davis, 2005). According to Davis (2005) schools rely on strong managerial skills to better learners' academic performance; an effective head teacher is keen to the improvement of academic performance. Hoy and Miskel (2013) acknowledged that leaders' behaviour provides direction and coordination of group work towards achievement of specific set goals. The school principals in supervision of instructional materials can direct commend and make helpful suggestions towards curriculum implementation. Strong leadership, climate of expectations and positive attitudes of the teaching staff directly influences achievement of set goals hence improved quality of education (Deal & Peterson, 2016).

According to Lekange (2010), principals in Sri Lanka secondary schools are held responsible for positive and meaningful learning outcome, resources mobilization, resource management and quality supervision. To fulfil these core roles the head teacher should co-operate well with students, teachers and board of management in supervision of curriculum implementation. Furthermore, Leithwood and Janzi (2004) noted that, leadership and classroom instruction contribute to student learning. The principal's management skills influence the behaviour of teachers, students and overall school performance.

In Nigeria curriculum implementation is the sole duty of States and Federal Government a delegation to schools administration. The aim of education and curriculum supervision is to improve quality teaching. According to Ayeni (2012), quality provision of education is the efficient management and

supervision of all learning activities to realize standard learning outcome that is learners that meet set out societal expectations and goals. It is therefore the duty of schools to offer quality academic services and enabling environment for learning. Ayeni (2012) assert that head teachers have to lead their schools with full knowledge of a new assessment tied to standards. However, principals' lack of managerial skills has continued to affect curriculum supervision in schools.

Moswela (2010) stated that in Botswana, the setting in which instructional supervision takes place in secondary schools is harsh and demotivating to teachers thus lowering the teaching standards. Many principals fail to develop good interpersonal relationships to teachers leading to ineffective learning processes. In Namibia, District officers are mandated to supervise implementation of curriculum in liaison with the Ministry of Education, but principal is the key supervisory personnel in the school (Namibia Central Directorate of Inspectorate & Advisory, 2006). Principals and teachers are the most important human resource in curriculum implementation (Sibulwa, 2002). Mismanagement of learning hours by many principals and teachers have hindered curriculum implementation, a lot of time is wasted in assemblies, meetings, visiting government officials, motivational workshops, seminars and shows held during normal lesson hours coupled with unplanned holidays(Kelly, 2011).

 Similarly in Tanzania, creation of inspection services in schools was accompanied by introduction of formal public education in 1920. The expansion of the system after independence in number of schools, students and teachers was slower in terms of supervision officers (Tanzania Ministry of Education-Inspectorate Division, 2007). The Tanzanian Decentralization Education act of 1972 implied that with increased work load the primary and secondary schools were separated in terms of supervision for accountability at the District level and also to allow supervision services function effectively. Despite all these measures curriculum supervision has remained a challenge due to continued increase in number of schools.

In Kenya supervision showed slow pace of growth. Inspection was essentially 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. They were concerned with management of schools instead of quality delivery of teaching and learning (Okumbe, 2001). With increased schools it became difficult to visit schools by the ever strained and inadequate external supervisors, hence emergence of internal supervision by the principals. Principals gradually took the role of supervisors in their schools for sole aim of improving the learning process (Republic of Kenya, 2006).

There was uniform curriculum for all public schools in Kenya. Teachers are expected to be knowledgeable and in touch with all government management guidelines on curriculum (Ministry of Education, 2008). Ministry of Education Science and Technology is tasked to set out policies and educational objectives of the nation. At the onset of the curriculum implementation of the curriculum 2002 one of the desired outcomes was that this curriculum would prepare the Kenyan learners for the opportunities and challenges of the 21st century. The Ministry of Education has deployed Quality Assurance and Standard Officers (QASO) in all sub-counties in Kenya to inspect and supervise educational standards, key performance indicators include sporting, clubs, concerts, theatrical plays and engineering fair, academic performance and optimum use of available instructional materials (Ministry of Education, 2008). The Quality and Assurance Officers advice the school administration and also observe the teachers during learning process in class. The officer gives direct observations to the Curriculum Support Officer (CSO) who is under Teacher Service Commission (TSC), the CSO advices the teacher on the right and updated teaching methodologies on curriculum implementation. The Ministry often has delegated inspection and supervision to head teachers since they are present in schools during the learning. The principal should maintain school programme and culture that create

learning environment for effective curriculum implementation (Ministry of Education Science and Technology, 2006).

The learners' number keeps on rising but government funds available for supervision of curriculum is less (Republic of Kenya, 2006). Teachers shortages becomes 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 or not. The school heads with productive and adequate teaching personnel meets the expectation of the effective curriculum implementation, but, when schools are understaffed the few teachers are overloaded and overstretched thus affecting curriculum implementation (Wango, 2009).

The Teachers Service Commission (TSC) Code of Conduct of 2005 emphasized on employment benefits but little on teaching standards and in offering quality education through supervision. The statement was echoed by the Chief Executive Officer (CEO), Nancy Macharia, while speaking at an annual conference for school heads in Mombasa at Wild Waters in June 2016. She reiterated that old TSC regulation emphasized on personal issues rather than service delivery resulting in poor provision of quality in teaching and learning (Nyassy & Okwany, 2016). The quality of leadership creates the differences between successful and failed school programs (Mbaki & Nasongo, 2009).

According to Wango (2009), leadership and management are important in improvement of school management and thus keeping in touch with current standards of education. Karen (2001) noted that, principals are overwhelmed with other responsibilities other than supervision of curriculum hence less accessible to students and teaching staff, due to lack of interaction, performance of students and teachers suffers. Lack of regular and open lines of communication between the principal and teaching staff affect students' performance in attainment of set standards. The academic performance of candidates in KCSE for the last four years in West Pokot Sub-County continued to decline due to

inadequate principals' supervision strategies in curriculum implementation as one of the main reasons. It is evident that the learners' performance in West Pokot sub-county is poor since many students failed to attain the required university grades of C+ and above, majority managed to score grade D and below, therefore this results are worrying. Table 1.1 shows K.C.S.E results analysis for public secondary schools in West Pokot Sub-County.

Table 1.1: 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	0.5	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 1.1 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 motivated the researcher to conduct a study on the influence of principals' supervision strategies on effective curriculum implementation in public secondary schools in West Pokot Sub-County in order to establish whether principals' inadequate principal supervision strategies has any effect on poor academic performance in KCSE examination in the sub-County. Principals employ several supervision strategies in curriculum implementation. This included: supervision of teachers' use of professional records, teaching and learning resources, teaching staff and co-curricular activities

with effective principal supervision it leads to improved students' performance, improved transition rates, improved quality of teaching and learning, improved learners' interest and talent and improved learners' needs, skills and attitudes. Therefore, this current study sought to establish the influence of principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-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 1.1, with a total candidature of 2701 students who sat for KCSE 924 scored grade C+ and above translating to 34.2%, 1388 students representing 51.4% scored between grade D and E, a huge percentage of wasted grades. In 2017 KCSE result analysis of a total candidature of 2806, 1282 students managed to score grade C- and below translating to 46% of the total candidature. 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, 2416 students managed to score grade C- to E translating to 79.27%. 2286 scored between grade D and E representing 75%. 342 students scored between grades C+ and A-, translating to 11.2% representing handful of students who did well in the examination. Similarly in 2019 KCSE results analysis 2345 students scored grades C- to E representing 64.8%, with a total candidature of 3620. 44.2% scored D to E translating to 1597 students (KNEC, 2016, 2017, 2018, 2019 KCSE). From the 2016 to 2019 KCSE results' analysis, it is clear that the schools' academic performance is wanting. Thus the stakeholders have been questioning the supervision strategies employed by heads of schools 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 and facilities in all the pubic secondary schools in West Pokot Sub-County.

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 and effectively supervise curriculum implementation 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 exhibited weak leadership styles in supervision of curriculum implementation. The CDE further explained that principals delegate supervisory tasks without proper follow up. Delegation is not abdication (Erin, 2008). The government through the MOE continue to provide and enforce policies on education system in Kenya for effective curriculum implementation, the TSC engages teachers through provision of Teacher Performance Appraisal Development (TPAD) to monitor curriculum implementation in schools and Performance Contract(PC) for principals to ensure accountability in the use of public funds for curriculum implementation, despite all these efforts, principals and teachers who are the major implementers failed to adequately supervise curriculum implementation. Furthermore the support from the government is not enough to raise the standards of education in the county. Poor learners' academic performance in KCSE examination in West-Pokot Sub-County has been a concern of parents and education stakeholders in the sub-county. Poor academic performance in public secondary schools may be attributed to head teachers' weak leadership styles in effective supervision of curriculum implementation as one of the reason that affect academic performance in West Pokot Sub-County. More so, principals may not have been keen when delegating duties. Therefore, these issues have inspired the researcher to conduct study on the influence of principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-County.

1.3 Purpose of the study

The purpose of this study was to assess the influence of principals' supervision strategies on curriculum implementation in Public secondary schools in West Pokot Sub-County of West Pokot County.

1.4 Objectives of the study

The study sought to:

i) To assess the influence of principals' supervision strategies on teachers' use of professional records on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County.

ii) To find out the influence of principals' supervision strategies on use of teaching and learning resources on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County.

iii) To examine the influence of principals' supervision strategies on teaching staff on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County.

iv) To investigate the influence of principals' supervision strategies on co-curricular activities on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County.

1.5 Research Questions

To realize the above stated objectives the research questions below were addressed:

i) What is the influence of principal supervision strategies on teachers' use of professional records on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County?

ii) How do principals' supervision strategies influence use of teaching and learning resources on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County?

iii) What is the influence of principals' supervision strategies on teaching staff on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County?

iv) How do the principal supervision strategies influence co-curricular activities on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County?

1.6 Significance of the Study

The data and results that were gathered from this study provided important insight to key stakeholders in education on the influence of principals' supervision strategies on curriculum implementation in West Pokot Sub-County. The results from the study will allow the Ministry of Education to come up with policies from the strategies on ways of improving curriculum implementation. The head teacher 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.

1.7 Limitations of the Study

The research was carried out only in West Pokot Sub-County; generalization of the findings to other Sub-Counties within the County and other Counties in Kenya was done with caution. The study used questionnaires, some respondents gave incorrect information and some questionnaires were withheld by the respondents, but, careful selection of the sample was done in order to give uniform and true representation of schools in the Sub-County. It was difficult to control the attitude of the respondents by the researcher as they filled the questionnaire, but the researcher assured the respondents of their

confidentiality before filling the questionnaire. Document analysis was used to supplement the inadequacy of questionnaires.

1.8 Assumptions of the Study

The basic assumptions of the study were:

i) Supervision of teachers' use of professional records is valid and reliable measure of performance in KCSE.

ii) Supervision of teaching and learning resources influences curriculum implementation.

iii) Supervision of teaching staff provided guidance and direction in improving quality of education in schools.

iv) Maintenance of co-curricular activities improved students' talents and interest.

1.9 Scope of the Study

The West Pokot Sub-County is located in West of the County. The study was carried out in West Pokot Sub-County because the quality of education in the area is low due to poor academic results as experienced in 2016, 2017, 2018 and 2019 KCSE result analysis shown in table 1.1. The study respondents were the principals, teachers and class prefects from the sampled public secondary schools in the West Pokot Sub-County. The strategies studied include; Use of professional records, teaching and learning resources, teaching staff and co-curricular activities as tools in curriculum implementation. Therefore the study assessed the influence of principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-County. The time taken for the study including collection and analysis of data was two months.

1.10 Theoretical Framework

The study adopted the "MBWA" model of management. The proponents of MBWA theory are Tom & Robert (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 worker within the work place, while

walking around the organisation. Tom and Robert realized that good managers tend to work better and in collaboration with their employees in an informal way, by walking around in the office, chatting and having informal interaction in the office always. MBWA enable supervisors to know what is going on around the institution while remaining in direct contact with members of staff to identify the real needs and hear their views, such visit breaks barriers between supervisors and staff members. MBWA provides realistic and tangible evidence of the principal and teachers to address their challenges during their work (Emmons, 2006). MBWA model works to motivate individual towards productive work and support the process of defining the institution objectives, it also show best strategies to manage the institution in order to promote the positive aspects of the individual (Buckner, 2008).

Management by Walking Around (MBWA) is limited to supervision of activities outside the classroom, consequently the researcher also used "The Three-Minute Classroom Walk-Through" model by Carolyne (2004), which involve regular classroom visitation to evaluate teaching and learning processes in the classroom. The three minutes over a year by administrators maintain greater picture of what is taking place in the classroom and to a greater extent curriculum implementation. The model was adopted to ensure that: Teachers' classroom work was aligned with the country's curriculum, teachers use research-based practices in teaching and the instructional materials that promote students achievement. The "MBWA" in conjunction with the "Three minute classroom walk through" models work hand in hand in management of the learning activities through walking around the institution and into the classroom to oversee the curriculum implementation, with aim of motivating the learners and teachers so as to better productivity. The two principles were applied by the secondary school Principals in supervision of curriculum implementation. The study therefore, used "MBWA" and "Three minutes classroom walk through" to develop conceptual framework.

1.11 Conceptual Framework

A conceptual framework is hypothesized model used to identify the model under study that is the independent variables and dependent variables (Mugenda and Mugenda, 2003). The independent variable in the study is principals' supervisory activities which include; professional records, teaching and learning resources, teaching staff and co-curricular activities. The dependent variable is curriculum implementation which will lead to; improved students' achievements, improved transition rates, improved quality of teaching and learning, improved students' interest and talent, improved learners' needs, skills and attitudes. Figure 1.1 shows a conceptual framework for this study.

INDEPENDENT VARIABLES

DEPENDENT VARIABLES

Principal supervisory strategies:
• Supervision of Professional records
• Supervision of teaching and learning resources
• Supervision of teaching staff
• Supervision of co-curricular activities

Curriculum implementation:
• Improved students' achievement
• Improved transition rates
• Improved quality of teaching and learning
• Improved learners' interest and talent
• Improved learners' needs, skills and attitudes

Figure 1.1 Operational Conceptual Framework

Source: Researcher's (2019)

The conceptual framework of the study is based on the fact that principals' supervision strategies influence curriculum implementation in public secondary school. The principal's supervisory strategies is the independent variable, when principal interact with teachers and students through checking of professional records, use of teaching and learning resources, teaching staff and co-curricular activities teaching and learning is improved, principal support teachers toward professional development.

According to Marwanga (2010), facilitative leadership involve strong and firm managerial leadership on supervisory strategies leading to improved content delivery by teachers hence improved learners' interest, skills and attitudes thus improved quality grades. Human relations involve humility and responsibility, principal who is responsible coupled with good interpersonal relationship with teachers develop a cohesive team that is motivated to work towards curriculum implementation consequently, improved student achievements both in co-curricular activities and academic work (Starrat, 2005). Petri (2010) concurs with Starrat that term work and firm leadership enhance curriculum implementation. Ponnusamy (2010) asserts that school leadership influences teachers and students achievements. School leadership influences teachers' performance that in turn influences students' achievements in KCSE and co-curricular activities.

1.12 Operational Definition of Terms

Co-curricular activities: Activities performed outside the class room setting

Curriculum: Courses offered in school, can be taught inside or outside class room setting

Influence: To bring about an intended change or results

Inspection: Process of supervising teaching and learning process

Lesson attendance: To be present in a classroom during teaching and learning lesson

Principal: A teacher employed by TSC and entrusted to head the running of all the activities of the school, head teacher in this study is also used interchangeably to mean principal

Professional records: Professional tools teachers prepare and use in carrying out their professional duties, they include; schemes of work, records of work, learners' progress records among others

Quality teaching and learning: Improved attainment of teaching and learning process

School: Learning institution or setting where learner are taught

Student achievement: Attaining the set objectives in academic and non- academic performance

Strategy: Way of commanding or directing people to achieve set targets

Supervision: To oversee performance and attainment of set activities in a school

Teaching and learning resources: Instructional materials used in school to enhance curriculum implementation

Teaching staff: Professional persons employed by TSC and entrusted to teach students in school

Transition rate: Successful proceeding from one level to another higher level in education system

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of the chapter was to review literature based on study objectives this included professional records, teaching and learning resources, teaching staff, and co-curricular activities globally, regional and nationally.

2.2 Supervision of Professional Record 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 methods of teaching 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 of African-American Middle Schools Students in Texas, Southern University. The study used an expo facto design. The study examined the role of the principals on implementation of effective teaching strategies. The study found out that for a successful curriculum implantation, principals should be managers rather than instructors, to unveil treasures within all students in every school and to provide school curriculum that are appropriate for today adolescent, a more aggressive principal implement and promote effective curriculum implementation through constant follow up on teachers' use of professional records for effective teaching methods hence improve the students' academic performance. The study focused on the reading achievements as one strategy of African-

American students, but the current research focused on various Principals supervision strategies to all students not a section of learners and also improve students' performance in holistic students' performance both in academic and non-academic aspects not only in reading achievement as a way of filling the knowledge gap. The study used expo facto design to gather information while the current researcher used descriptive survey design to collect data since it is more reliable and useful in collection of data from a large sample within short period of time than expo facto.

Swetah (2009) in his study on school heads as effective instructional leaders in Philippines schools found out that; principals should promote teachers' professional growth through facilitating them to attend proficiency courses and seminars on current curriculum contents and pedagogical skills. This tends to better the relationships between principals and teachers. The researcher collected data from 364 Principals. The recommendation of the study was: further research should be done on how to foster mutual collaboration between the principals and education partners so as to improve instructional supervision. 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 as a way of filling knowledge gap left by Swetah (2009). The study also concentrated on improving the relationship between principals and other education stakeholders as its recommendation, but the current research recommended further research on how to improve the relationship between the principals and teachers for effective curriculum implementation in West Pokot Sub-County being the gap to be filled by the current study.

Yunita (2015) in his research paper on the principals' role in instructional leadership at schools in Indonesia found that one goal of the research was to improve learners' outcomes, also noted that the major goal of principal is to increase the learning outcomes of learners through better content delivery entailed in updated professional records, leading to better students' achievement. Principals and

teachers must collaborate to make this a reality. The study looked at head teachers' instructional leadership role in Indonesia private secondary schools. The current research dwelt with Public secondary schools as way of filling the gap. The researcher left out learners' responses that are key component of curriculum implementation, thus, the current researcher felt that class prefects were crucial in curriculum implementation process; they were therefore, included in the study.

Ndungu (2015) in conducting research on the influence of principals' monitoring and evaluation on effective teaching and learning in public secondary schools in Githunguri sub-county, Kiambu County found out that effective lesson preparations and lesson attendance for teachers and students greatly influence teaching and learning process. Principals should improve supervision of lesson attendance for teachers and students in order to improve quality of education. The study focused on lesson preparation process. To fill this knowledge gap the current research looked at principals' influence, use and maintenance of professional records on supervision on curriculum implementation. The study dwelt on influence of principals' monitoring and evaluation on effective teaching and learning in public secondary schools in Githunguri sub-county, Kiambu County but, the current research sought the influence of principals' supervision strategies on curriculum implementation response in West Pokot Sub-County, thus, a knowledge gap to be filled by the current research.

To facilitate effective teachers' use of professional records principals are mandated to supervise lesson attendance by both teachers and students. Many school head teachers have introduced filling of quality books, indicating daily lesson attendance, subject taught, day, time, content, teacher's name, presence or whether the teacher gave out assignment (Wango, 2009). The aim is to ensure that contact hours between the students and teachers are increased. The internal quality book record is a tool used by principals to supervise teaching in the class.

Poor time management in schools have hindered curriculum implementation. It is this poor time management and poor curriculum implementation in schools that Teachers Service Commission (TSC) strife to strengthen supervision and monitoring of curriculum implementation. The TSC has introduced Teacher Performance and Appraisal Development (TPAD) with the sole aim of monitoring performance in curriculum implementation at the institutional level (TSC, 2016). The vision of TPAD is to professionalize the teaching service for quality education and development. Its mission is a transformative teaching service for quality education. To realize its mission and vision, TSC has continued to engage head teachers in supervision of teachers' work, students' participation in co-curricular activities, prude use of instructional resources and teaching personnel. One of the main goals of teaching standards in the Teacher Performance and Appraisal Development (TPAD) is for the teacher to attend all the time tabled lessons. The TSC urges all principals and teachers to be present in schools in order to undertake all the assigned duties. The TSC circular No. 1 of 2017 on Effective Implementation of Curriculum state that, "To maximize utility of the teaching materials in public institutions and ensure delivery of improved teaching services, the commission directed all heads and teachers to be available in school at all the time in order to undertake the assigned teaching and administrative duties" (TSC, 2017). This directive is meant to improve curriculum implementation through thorough supervision. It is on this basis that supervision of curriculum implementation is very important.

In many occasions, school heads effectively take up continuous and consistent classroom visitation to ensure proper and up to date learning processes (Peters and Waterman, 2002). Most head teachers find ways to negotiate with the parent on fee arrears to make sure that needy students remain in school when others are sent home, the strategy is meant to allow needy students not to miss lessons due to

fees arrears. To effectively implement curriculum the head teacher has to monitor punctuality and discipline of both teachers and students in terms of lesson attendance (Ministry of Education, 2006).

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). The head teacher get into classroom to supervise lesson attendance to ensure teachers and students attend lesson promptly and regularly in order to realize full curriculum implementation. The head teacher supervises students' behaviour and issue necessary orders and gets compliance. The current study intended to find out how the principal supervise lesson attendance by both teachers and learners in a bid to improve teaching and learning process in school. Principal supervision of teachers' use of professional records leads to improved quality teaching and improved students' achievements in KCSE performance.

Musungu & Nasongo (2009) noted that in Kenya principals are responsible for checking lesson notes, schemes of work, daily lesson attendance and instructional materials. The school internal quality assurance and standard officer on weekly basis check quality books after class prefect has filled and checked by the class teacher. The document is then sent to the principal to check. This help in supervision of teaching and learning in class hence influence curriculum implementation. The study concentrated on principals checking of professional record but left out the real implementation of the prepared records in the classroom setting, a knowledge gap to be filed by the current researcher. The researcher intended to find out how principal supervise use of professional records and their influence on effective curriculum implementation.

2.3 Supervision of Teaching and Learning Resource tools in Curriculum Implementation
Successful curriculum implementation involves effective use of teaching and learning resources in the school. The head of institution with the help of the staff maintains the school store with well-equipped

textbooks, references, teaching aids, stationeries, desks, chalks, dusters and other instructional materials like a well-equipped laboratory and classrooms (Okello & Kagoire, 2013).

Swetah (2009) in conducting a study in Philippines secondary school affirmed that principals should at all-time support teachers' classroom instruction through instructional supervision and classroom materials, in order to improve learning outcome and encourage teachers' efficiency. Principal effectiveness is to be an instructional leader. The study concentrated on Principal's professional growth leaving out quality provision of education and proper maintenance of learning resources as the supervisory role of principals in prudent use and care of teaching and learning resources for effective curriculum implementation, thus, a knowledge gap.

Ayeni (2012) conducted a study on Assessment of head teachers' supervisory roles and its effectiveness in the supervision of teachers' instructional tasks in secondary schools in Ondo State, Nigeria. The research focused on teachers' instructional tasks, but left out adequacy and use of teaching and learning resources and principals' tasks in curriculum implementation. The study found out that as internal supervisors most principals' concentrate more on supervising teachers' professional records over provision of instructional materials, thus affecting the quality of education. The principal should be effective in supervision and provision of teaching and learning resources to improve learners' skills, knowledge and attitudes and to better their academic performance. To fill this knowledge gap, the current research focused on collective tasks of principals, teachers and students in use of teaching and learning resources on curriculum implementation in West Pokot Sub-County, Kenya. The research conclusion were mainly on heads teachers' constraints in implementing their duties and teachers' instructional tasks in curriculum implementation, none of the conclusion touched on influence, maintenance, availability and use of teaching and learning resources, a knowledge gap to be filled by the current researcher. The researcher used principal's supervision rating scale, interview

guide and focus group discussion guide to collect data, the current research as a way of filling a knowledge gap used questionnaires and document analysis guide since the instruments were more reliable in obtaining facts about the study.

Kahera (2010) study on factors affecting curriculum implementation in secondary schools in kakamega South Sub-county argued that parents and general community should provide support for curriculum implementation, through provision of basic infrastructure, especially in upcoming secondary schools. Availability of facilities, infrastructure, teaching and learning resources influence curriculum implementation. The study focused on parents and community support on provision of physical resources used in curriculum implementation, the current research recommends the need from the National and County government to provide necessary infrastructural support in schools for effective curriculum implementation, a knowledge gap.

 Adequate and well maintained teaching and learning resources is the core mandate of principal in a school. The Principal ensures that classrooms, laboratories and library are well furnished; repairs are done to maintain their standard and avail quality and adequate teaching and learning materials. Implementation of curriculum depends on adequacy and supervision of teaching and learning resources, head teachers' are tasked to maintain and make adequate availability of instructional materials (Monga're et.al., 2016). Their study dwelt on role of principal in supervising use of instructional materials, but felt short of influence of supervised teaching and learning resources, a gap to be filled by the current study.

According to Republic of Kenya (2006) provision of quality education has been equated to high standards, pegged on availability of adequate learning resources, facilities and tools for evaluation of the curriculum. Government provide funds to all schools to enable them procure teaching and learning resources. Therefore the responsibility of the Principal is to avail all the necessary instructional

materials. The head teachers ensure that adequate teaching and learning resources are purchased, maintained and used prudently to serve curriculum implementation.

The TSC through the circular No. 7 of 2017 in further enhancing curriculum supervision has also introduced Performance Contract between Principals and TSC. The aim of this mutual agreement is to establish the basis for ensuring maintenance of teaching standards in implementation of curriculum with a view of enhancing learning outcomes (TSC, 2017). The Teachers Service Commission through TPAD Ensures judicious utilization of human materials and proper management of public funds with focus on improving teaching and learning. The TSC performance Contract is in line with TSC Act 2012, Basic Education Act 2013 and 2016 Code of regulation for teachers. TSC and Principals desire at all cost to enhance transparency and accountability in management of public resources for better results. Waweru (2014) also noted that, head teacher supervise use and care of school infrastructure and instructional materials.

The government supplies funds to schools to buy enough teaching and learning resources (Republic of Kenya, 2006). These resources are integral towards curriculum implementation. However, many schools have registered shortages in teaching and learning resources. Curriculum implementation remained an uphill task due to shortage of learning resources needed to meet national development requirements (Republic of Kenya, 2006). Sharing of the government funds in a bid to procure teaching and learning resources is crucial. Principal's role in proper use and maintenance of instructional materials is a key towards attainment of successful curriculum implementation.

The duty of the Principal is to supervise use of instructional materials and all the activities taking place in library, laboratory and classes. This is to ensure that instructional materials are maintained, equipped and put to maximum use to realize full implementation of curriculum. With effective principal supervision of use of teaching and learning resources improved quality teaching and

improved students' achievements in KCSE performance is realized. The head teacher intended to use the teaching and learning resources as a supervision strategy on curriculum implementation by availing the teaching and learning resources for use by both teachers and learners.

2.4 Supervision of Teaching Staff
Teaching staff is defined as a qualified persons mandated by law to teach students in a learning institution or a special need schools. Teachers are integral in the learning process of all the activities taking place in and out of class. The head teachers supervise teaching regularly and in actual situation monitor teachers' work. Teachers are key human resource in curriculum implementation process with knowledge, expertise and competence. Teachers participate in a classroom reality of teaching (Ministry of Education, 2008). In such situation teachers have to be qualified and skilled in the teaching strategies.

Mupoperi (2007) conducted a research on teachers' supervision in mission secondary schools in Zimbabwe indicated that principal as school based supervisor has been largely on inspection of teachers' work; supervising teachers keep them up to date to current curriculum guidelines. Supervision is a continuous process which the principals' should not tire in executing. The study used descriptive research design to randomly select 72 supervisors and 220 teachers. The study focused on the teachers' supervision in mission secondary schools in Zimbabwe. To fill this knowledge gap, the current study looked at principals' supervision of teachers' work on effective curriculum implementation in Kenyan public secondary schools. In the sample population, the head teachers were not included. The current research incorporated the head teachers since they are the main curriculum supervisors in schools as a way of filling the knowledge gap. The researcher in all his recommendations failed to capture the need for provision of proficiency training courses for principals on curriculum implementation leaving a knowledge gap to be filled by the current study. The

researcher mailed the questionnaires to respondents, to fill this gap the current researcher self-administered the questionnaires to respondents; this helped in monitoring the filling and hence increase the returned rate of the questionnaires.

Nzabonimpa (2011) in Uganda researched on the influence of principals' general and instructional supervision of teachers work performance in secondary schools. The objectives of the study were: To examine whether principals supervise teachers regularly in secondary schools, to found out teachers perspectives on quality of supervision in secondary schools and to establish the influence of principals' supervision on teachers' work performance. The Ministry of Education should reinforce instructional supervision in secondary schools and create adequate time to supervise lesson attendance and not check professional documents only. The study found out that principal does not receive support to practice instructional supervision and was not aware of their supervisory role. The research looked at private secondary schools. To fill this knowledge gap, the current research looked at all public secondary schools in West Pokot Sub-County. It also assessed the influence of head teachers general and instructional supervisory practices on teachers' work performance in Uganda, but the current research assessed the principals' supervision strategies on teachers use of professional records in Kenya not just supervision of instructional resources as a way of filling the gap. The researcher used symbolic interaction theory in the study, where social interaction according to him enhances instructional supervision by principals which is not the case in interpretation of curriculum implementation, to fill this gap the current study used MBWA and Three Minutes Classroom walk through models to supervise curriculum implementation, the models identify needs and views of staff hence improve curriculum supervision.

Kahera (2010) conducted a study on factors affecting curriculum implementation in secondary schools in rural area of Kakamega South sub-county in Kenya. The study focused on government education

policies on curriculum implementation in recruiting new teachers and establishes whether the parents and general community provided support for curriculum implementation. The study found out that teachers' shortage hinder curriculum implementation in secondary schools. The study broadly focused on factors affecting curriculum implementation. The current study dwelt on the influence of principals' supervision on professional records as one strategy in curriculum implementation not factors. The study used questionnaires and interview guide to collect data, to fill this knowledge gap, the current research used document analysis guide to access all the public records with focus in all the public secondary schools in both rural and urban areas in West Pokot Sub-County offices of Education and TSC.

The study by Awiti, Onderi and Raburu (2015) investigated the influence of head teachers' supervisory activities in provision of quality education in Kisumu East Sub-County. The study examined the influence of head teachers' supervisory activities in a bid to improve the standard of education in Kisumu East Sub-County. The study found out that there is a significant relationship between the principal supervision of teachers' work and curriculum implementation. Principal should take their roles as internal quality assurance officers to ensure that teachers make optimum use of teaching and learning time to improve the quality of education. The study used descriptive design to collect data from a sample of 45 teachers, 16 head teachers and 370 students. The finding of the study showed a significant relationship between the principal supervision of curriculum implementation and quality education.

The researchers sought responses from students but left out the leadership of the class that is the class prefects. To fill this knowledge gap, the current research collected data from class prefects. In concluding the study, there was no concept on teaching staff and its influence in curriculum

implementation to fill this knowledge gap the current research looked at influence of principals' supervision on teaching staff in effective curriculum implementation.

Ndile (2012) further asserts that head teacher should supervise teachers' professional work in order to improve students' academic achievement. Teachers' potentials can be harnessed through proper communication and provision of necessary support in teaching. The head teacher should motivate and encourage new ideas to enhance teachers' professional growth; this translates to developing a conducive working and learning environment for both teachers and learners hence improved students' achievement. The study dwelt on teachers' professional work, but left out adequacy and efficiency of teaching force in curriculum implementation.

The numbers of learners keeps on rising but government funds available for supervision of curriculum and recruitment of teachers is less (Republic of Kenya, 2006). Teacher shortages greatly affect curriculum implementation, leading to poor quality of education offered in the country. Teachers are the most important human resource in curriculum implementation, their shortage negatively affect the delivery of curriculum. There is acute teachers' shortage in Kenya. TSC Chief Executive Officer(CEO) appearing before the Parliamentary Education Committee on 15th May, 2020 confirmed that, the country is in dire need of more teachers. The number of learners increased due to government directive on 100% transition from primary to secondary school which has not been commensurate to teacher recruitment. Increase in student population amount to congestion in classes, making it tiresome for teachers to attend to all learners. The TSC CEO further said that many counties experience huge teachers' deficit, they include the following among others; Kakamega at 60% teachers' deficit followed by West Pokot at 51.4% and Garissa at 45.5%. (Kariuki & Nyamai, 2020), this severe shortage leads to overworking of teachers hence compromising the quality of education in the country.

The head teacher is a teacher first before being an administrator, discussion of any defects found in teaching and their attitudes should be friendly and this should be communicated to teachers professionally. The principal instruct and provide guidance and suggestion to teachers in order to improve curriculum implementation (William, 2000).the study looked at teachers attitudes toward principal supervision of instructional material, to fill the gap the current research looked at influence of instructional resources on curriculum implementation.

The school heads with adequate and prolific teaching staff coupled with objective supervision, meets the expectation of the effective curriculum implementation, which leads to improved learners' needs, skills and attitude and academic performance in KCSE performance, but, when schools are understaffed the few teachers are overloaded and overstretched thus affecting curriculum implementation (Wango, 2009). Kenyan Government is committed in providing funds for effective management and supervision of curriculum (Republic of Kenya, 2006). Government provide funds to TSC for employment of teachers, but the funds may not be enough to employ adequate teachers, The role of the principal is to make sure that teaching staff is addressed in the school, the principal should liaise with Executive Board of Management (BOM) and Parent Teachers Association (PTA) to ask parents raise funds to employ teachers on BOM terms to supplement teaching force and mitigate teacher shortages in the school. Adequate teachers in all discipline is key to effective curriculum implementation hence provision of quality education. Effective supervision of curriculum is a commitment from the principal and the good will from Board of Management to increasing the teaching staff. The head teacher supervision on teaching staff is to ensure that proper work is done by teachers and that teaching personnel is adequate. Waweru (2014) also noted that, head teacher supervise approved curriculum and staff personnel. The researcher intended to use teaching staff as

principals' supervisory strategies in curriculum implementation in public secondary schools in West Pokot Sub- County since teachers are important in delivery of quality teaching.

2.5 Supervision of Co-curricular Activity as a tool in Curriculum Implementation
Co-curricular activities(CCA) refers to activities, programs and learning experience that complement what students are learning in school examples include: Sports, games, excursions, clubs and societies, drama, arts and craft among others (Rashid and Sasidhar,2005). Co-curricular activities prepare and mould students to be holistic in education. The head teachers supervise all the activities taking place in playground, hall, art room, workshop and other venues where co-curricular activities occur. The student is able to link between academic excellence and active participation in co-curricular activities (Rashid and Sasidhar, 2005). Through this students discover their interests and talents. It also promotes friendship among students from diverse background and foster social integration.

Studies by (Alberta school's Athletic Association [ASAA, 2018]) indicated that students who participate in school based sports programs are good citizen than their non-sport peers. The study looked at influence of co-curricular activities on curriculum implementation but left out maintenance of co-curricular facilities, records and equipment a knowledge gap to be filled by the current study. Another study by Russel, Peter, Donald and Robert (2017) found out that learners who engage in co-curricular activities in secondary school produce honesty and fair play needed to reduce juvenile delinquency and crime, similarly the study felt short of principals' supervisory role in supervision of co-curricular activities a gap to be filled by the current study.

In a research conducted by Ndile (2012) in Kitui County on the role played by head teachers as perceived by teachers in supervision of instructional materials supervision so as to better learners' performance. The study objectives were: To determine the role played by principals in supervision of instructional resources, to investigate the challenges faced by principals supervision of leaning

materials and to examined strategies of coping with principals' supervisory challenges in their endeavour to improve their supervision. The study found out that: The principals executed new in-services courses for teacher professional growth. There is need for principals to support teachers in professional growth. The research concentrated on principals' role in supervision of instructional resources in order to enhance students' learning outcomes. To fill this knowledge gap, the current research assessed the influence of principals' supervision on co-curricular activities. The study dwelt on the instructional resources that only improved students' academic performance, the current researcher looked at supervision of instructional resources in order to improve both the academic and non-academic performance of the students in West Pokot Sub-County as a way of filling the knowledge gap. When principal effectively supervise co-curricular activities there is improved learners' interest and talents and improved learners' needs, skills and positive attitudes. The head teacher organise the activities in school with co-operation of staff and students such activities include; sports, scouting and girl guiding, red-cross. Co-curricular activities are carried out systematically without affecting the academic activities. Supervision of all co-curricular activities has to be coordinated for the students to gain and realize their potentials. The researcher sought to establish whether the head of the institution provide good and conducive environment for the students to take part in co-curricular activities and how co-curricular activities influence curriculum implementation.

Generally, all the literature reviewed above from the World, Africa and Kenya looked at: Supervision of curriculum implementation in general, factors affecting curriculum implementation, role and perceptions of teachers in supervision of curriculum implementation. The studies reviewed broadly on principals' supervision strategies on curriculum implementation but little emphasis have been put on the influence of principals' supervision strategies on curriculum implementation. Moreover, many of reviewed literature dwelt on supervision of curriculum by inspectorates, quality and standard officers

and other players in education sector, however there was none on Principals' supervision strategies on effective curriculum implementation. To fill these knowledge gaps, therefore, the current study sought to understand the influence of principals' supervision strategies on curriculum implementation in pubic secondary schools in West Pokot Sub-County, West Pokot County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter addressed research design, the study area, target population, sampling procedures, sample size, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis, presentation procedures and ethical considerations.

3.2 Research Design

Research design is a systematic plan used to generate answers to research problem; it is the overall plan to address the research problem (Creswell, 2014). The study used descriptive survey design as a blue print for collection, measurement and analysis of the data from respondents on the influence of principals' supervision strategies on effective curriculum implementation on effective curriculum implementation in all public secondary schools in West Pokot Sub-County, West Pokot County and to allow the study collect data, summarize, present and interpret for the purpose of clarification (Orodho, 2009). The design was chosen for the study because it ensured that the evidence obtained enables the researcher to effectively address the research problem. The study used mixed approach to analyse quantitative and qualitative data.

3.3 The Study Area

The study was carried out in West Pokot Sub-County. The Sub- County has a total area of 1810.76 kilometres square with a total population of 131264 as per 2009 Population Census. The enrolment of children is 105452 in primary schools level and 9897 in secondary schools level in West Pokot County. There are 125 public secondary schools in West Pokot County, of which 40 public secondary schools are found in West Pokot Sub-County. (Source: West Pokot TSC & CDE office, 2019). Kapenguria is the head-quarter and the largest town in the County. The town is cosmopolitan occupied mainly by Pokots and other communities. The County is located in Rift Valley, bordering the

following Counties: Turkana to North, Baringo to East, Elgeyo Marakwet and Trans-Nzoia to South and Republic of Uganda to the West. The study was done in West Pokot Sub-County because in this area the academic performance in KCSE has been low for the last four years in a row from 2016 to 2019 in KCSE results. Table 1.1 shows that, in 2016, 2017, 2018 and 2019 KCSE results analysis 50.4%, 42.8%, 75% and 41.2% of students scored between grades D and E respectively, indicating large population of failed candidates, with only few of the candidates attaining quality grades.

3.4 The Target Population

Oppenheim (2003) stated that target population represent all those individuals that fall into the concerned category. Gall (2007) also defined target population as a set of population, the researcher intended to use in generalization of the research findings. The researcher targeted a total population of 40 principals, 300 TSC teachers and 280 class prefects, 1 class prefect per stream in the 40 public secondary schools in West Pokot Sub-County. Table 3.1 shows categories of public secondary schools in West Pokot Sub-County.

Table 3.1: Categories of public secondary schools in West Pokot Sub-County

Category	Boarding schools			Day schools			Mixed Day and Boarding	Total Number
	Girls	Boys	Mixed	Girls	Boys	Mixed		of schools
National	1	1	-	-	-	-	-	2
Extra County	1	1	-	-	-	-	-	2
County	3	2	6	-	-	5	-	16
Sub-County	1	2	2	-	-	11	4	20
Target population								**40**

Source: TSC & CDE (2019)

Table 3.1 shows that in West Pokot Sub-County the public secondary schools were divided into four categories: National schools, Extra County schools, County schools and Sub-County schools. There were 2 National schools (1 boys' boarding school and 1girls' boarding school). There were 2 Extra County schools (1 girls' boarding school, 1 boys' boarding school). The County schools were 16, three were girls' boarding schools, 2 were boys' boarding schools, 6 were mixed boarding schools (among them are 3 schools with special needs) and 5 were mixed day schools. There were 20 Sub-County schools in total, 1 is girls' boarding school, 2 were boys' boarding schools, 2 were mixed boarding schools 11 were mixed day secondary schools and 4 were mixed day and boarding schools. Table 3.2 summarises the number of TSC teachers and class prefects in all public secondary schools in West Pokot Sub-County.

Table 3.2: The number of TSC Teachers and Class Prefects in all Public Secondary Schools in West Pokot Sub-County

Category	Number of Principals	No. of TSC Teachers	No. of Class Prefects
National	2	90	56
Extra County	2	72	40
County	16	65	104
Sub- County	20	73	80
Target Population	**40**	**300**	**280**

Source: TSC & CDE (2019)

Table 3.2 show that in the whole Sub-County of West Pokot, there were 300 TSC employed teachers. 90 teachers were from the two National schools, 72 were from the two Extra County schools, 65

teachers from the 16 County schools and 73 teachers from the 20 Sub-County schools. The total number of class prefects in all the 40 schools was 280. Each stream has one class prefect. The National schools have 7 streams per form while the Extra County schools have 5 streams per form. Out of 16 County schools 10 were double stream each, while 6 were single stream each. All the 20 Sub- County schools have single stream each (Source: West Pokot TSC & CDE, 2019).

The principals selected for the study were to give information on the influence of principals' supervision strategies on effective curriculum implementation. Teachers selected were to give information on the strategies employed by principals in supervision of curriculum. The class prefects were to give a true picture of how curriculum was being implemented in the classroom reality of teaching and learning.

3.5 Sample and Sampling Techniques

Creswell (2014) defined sampling as selection of a given number of subjects from a defined population as a representative of that population. A sampling procedure is the method the researcher used to select the sample. The researcher used stratified, purposive and simple random sampling techniques. Kothari (2004) define stratified random sampling as a way of identifying set of population to represent the sample for the study. The technique ensured that all the key groups in the population were involved. According to Macmillan (2004) stratified random sampling was to attain the desired representation from various sets in the population.

Wiersema (2009) stated that to achieve the validity and reliability of data, a sample should be large enough and proposes a sample size of 30% as being reliable. The sample size is sufficiently large enough to yield valid and accurate results for the study. The researcher thus, used 30% to sample schools and teachers. In West Pokot Sub-County with 40 schools and 300 TSC teachers, the sample size was 12 principals and 90 teachers.

The researcher used stratified sampling technique to sample different categories of schools. The schools were stratified into four categories, thus, National schools, Extra County schools, County schools and Sub-County schools. To ensure there representation in the study, the researcher used purposive sampling technique to sample one school each from both the National and Extra County schools(one girls school and the other boys school), four schools from the County schools (one from any pure girls school, one from any pure boys school, one each from mixed day and mixed boarding schools) and six schools from Sub-County schools(one school each from any of the pure girls school and pure boys school, two schools each from any mixed day school and boarding school). This add up to 12 schools, this was done due to the fact that the more the schools in the stratum the larger the sample for the study, further the researcher stratified the categories of schools into six sub-categories of single sex boarding schools, mixed boarding schools, single sex day, mixed day schools, special needs schools and mixed day and boarding schools. Two schools each were selected randomly from the stratified schools to take part in the study, this sum to a total of 12 schools. Principals from the sampled schools were automatically included for the study.

The researcher used simple random sampling to select teachers from the stratified schools. The researcher assigned random numbers from 1 to 300 teachers; the researcher picked the numbers randomly until 90 teachers were selected. This represented 30% of the target population. From the 90 teachers sampled for the study, the researcher sampled 30% to form the female teachers giving a total of 27 female teachers and 70% male translating to 63 male teachers this was arrived at due to the large number of male teachers compared to females in the sampled schools.

The researcher selected class prefects in two ways, first, one class prefect per form in all the selected schools. The total number of class prefects from the 12 selected schools was 48. In the second selection, the researcher used simple random sampling technique to select class prefects as per the

proportion of the number of streams from the stratified schools. Schools with double streams and above were assigned random numbers of 12, 24 and 36 per stratified school. The researcher picked the numbers randomly. This gave a total of 36 class prefects. The sample from the first selection and the second selection was 84 class prefects in total, who took part in the study. Therefore the study used simple random sampling technique to sample 12 principals, 90 teachers and 84 class prefects from the 12 schools. This gave a total sample size of 186 respondents who took part in the study. Table 3.4 summarises the percentage sample size for each of the category that took part in the study.

Table 3.3: The Sample Frame in percentage for each of the category

Category	Target	Sample size	Percentage
Principals	40	12	30
Teachers	300	90	30
Class prefects	280	84	30

Source: Researcher's (2019)

3.6 Research Instruments

The study used questionnaires and document analysis guide to collect data. The questionnaire contained open and closed ended questions because the instrument was used to collect data from large sample of population within a short time. The questionnaire was used in descriptive research to obtain facts about the influence of principals' supervision strategies on effective curriculum implementation and also very useful in making inquiries concerning attitudes and opinions of the principals, teachers and students on principals' supervision strategies. Document analysis was used because it provided background information and broad coverage of data, and was therefore helpful in contextualizing the study, its thus efficient way of gathering data because the documents were manageable and practical

resources so they were very accessible and reliable sources of data. The data was collected from a sample population with a purpose of making general findings.

3.6.1 Questionnaire for Principals

The principal's questionnaire was divided into five sections; the demographic information which sought the principal to give information on the length of stay in the current school, principal undertaking supervision and management courses. The other four sections sought the principal to give their opinions based on the study objectives which include; Principals' supervision of teachers' use of professional records, principals' supervision of teaching and learning resources, principals' supervision of teaching staff and principals' supervision of co-curricular activities.

3.6.2 Questionnaire for Teachers

The teacher's questionnaire was divided into five sections; the demographic information sought the teacher to give information on the age brackets and teachers' professional growth. Teacher's questionnaire also contained questions on the following sub-sections; supervision of professional records, teaching and learning resources, teaching staff and co-curricular activities.

3.6.3 Questionnaire for class prefects

The class prefect questionnaire was divided into five sections; the demographic information, that sought the class prefect to give information on their class and their orientation as class prefects**.** The other sections contained questions on the following sub-sections; supervision of professional records, teaching and learning resources, teaching staff and co-curricular activities.

3.6.4 Document Analysis

The document analysis guide is a method of data collection in which documents are interpreted by the researcher to give voice and meaning around the study problem (Bowen, 2009). Document analysis is a process of evaluating documents in such a way that empirical knowledge is produced and understanding is developed. Bowen (2009) and O' Leary(2004), stated that it is important to thoroughly evaluate and investigate the subjectivity of documents and understand the data in order to preserve the credibility of the research. The document analysis guide that was used in the research is the public record that is, the official on going records of the Ministry of Education and Teachers Service Commission. Document analysis guide was good in obtaining factual information for the researcher to interpret and give meaning accordingly. Document analysis guide was also used to confirm the availability of MOE and TSC documents in schools.

The documents that were analysed from the Sub-County Director of Education Office included: Analysed KCSE results of 2016, 2017, 2018 and 2019 and list of all Public Secondary schools in West Pokot Sub-County, Co-curricular schedules and calendar of events. Other documents that were obtained from TSC Sub-County Director Office include: List of all TSC employed teachers and all the Principals in Public Secondary school in the West Pokot Sub-County.

3.7 Validity of Instruments

Validity refers to a measure of what is actually intended to measure (Mugenda and Mugenda, 2003). The researcher improved the validity of the instruments through experts' judgement. The researcher sought the assistance of the supervisors who were experts in research in order to improve the validity of the instruments. To test for the validity of the questionnaire, the researcher used experts to review the survey specification and selection of items. The experts were able to review the items and

comment on whether the items cover a representative sample (Anastasi & Urbina, 2007). This was done to see the true reflection of the questionnaire in the collection of data.

3.8 Reliability of the Instruments

Reliability is the extent to which an item gives the same response after repeated trial, it indicates the accuracy or precision of measuring the instrument, for this reason reliable instrument gives consistent results (Wieresema, 2009). To determine the reliability of the questionnaire the researcher administered similar questionnaire to two separate groups on different occasions if the responses on influence of principals' supervision strategies on effective curriculum implementation are similar in the two separate occasions the questionnaire is thus reliable. The data obtained was tested and re-tested using the Pearson rank correlation coefficient with a view of establishing the consistency in the filling of the questionnaire.

$$r = \frac{N\sum(XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2) - (X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

The statistical significance value of 0.8 was realized and accepted as being reliable (Mugenda and Mugenda, 2003).

3.9 Data Collection Procedures

A research permit which authorised the researcher to carry out study was obtained from the National Commission for Science, Technology and Innovation (NACOSTI), after written consent from the School of Postgraduate Studies Kisii University, thereafter the Ministry of Education through the office of the Sub-County of Education of West Pokot was informed before the start of data collection. The researcher made pre-visit to the schools selected for the study to familiarize and agreed with head teachers and teachers on the day and time for filling the questionnaires.

During the second visit the researcher collected the data by personally administering the questionnaires to the head teachers, teachers and class prefects sampled for the study. The same process was done in

all the sampled schools. The entire process took three weeks. The researcher also collected all the relevant documents for the study from the CDE and TSC offices to be analysed. According to Cohen (2000), a research needs to ensure that not only access is permitted but is in fact practicable.

3.10 Data Analysis and Presentation Procedures
 The researcher at the end of the data collection process inspected the questionnaire thoroughly to ensure that all administered questionnaires were completely and properly filled. 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 information obtained by open ended questionnaires was analysed by use of content analysis as the basis of coding. 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 pie charts and bar graphs.

3.11 Ethical Considerations
According to Flick (2007), ethics are norms, values and principles that address the question of what is good or bad in human research, it give reasons for acting or restraining from something good or evil. The basic principles of research ethics are obtaining informed consent and protecting anonymity and confidentiality of the respondents (Kombo & Tromp, 2006). The human research is governed by law, which establishes rights for participants and to impose general and specific responsibility on researchers and institutions.

This research was guided by ethics, the respondents were provided with an introduction letter (appendix A). The letter stated the reason for conducting the study, which was purely for academic purpose it also sought permission from the relevant authority to conduct the study. The introductory remarks in the entire questionnaire categorically informed the respondent to kindly fill the questionnaire.

The researcher assured the respondents of the privacy, confidentiality and anonymity before filling the questionnaire. No respondent was forced to fill the questionnaire. The researcher requested honesty and trust from the respondents as they respondent to the questions. The thesis was subjected to plagiarism software test to ascertain the level of plagiarised work which established at 19% and below as per Kisii University accepted levels. All the cited work and authors were acknowledged. The researcher obtained research permit from National Commission for Science Technology and Innovation (NACOSTI) and sought consent from the School of Postgraduate Studies Kisii University. Thereafter, from the Education Offices at the County and Sub-County level, and from the respective principals of the selected schools prior to collecting data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings, discussion and interpretation of influence of principals' supervision strategies on curriculum implementation in public secondary school in West Pokot Sub-County, West Pokot County. The work is organized based on the following research objectives; to assess the influence of principals supervision strategies on teachers' use of professional records on curriculum implementation in public secondary school in West Pokot Sub-County, to find out the influence of principals' supervision strategies on use of teaching and learning resources on curriculum implementation in public secondary school in West Pokot Sub-County, to examine the influence of principals' supervision strategies on supervision of teaching staff on curriculum implementation in public secondary school in West Pokot Sub-County and to investigate the influence of principals' supervision strategies on co-curricular activities on curriculum implementation in public secondary school in West Pokot Sub-County.

4.2 Questionnaire Return Rate

The researcher dispatched 12 questionnaires to principals, 90 to teachers and 84 to class prefects. Table 4.1 shows the questionnaire returned rate.

Table 4.1: Questionnaire Return Rate

Category	Frequency		
	Distributed	**Returned**	**%**
Principals	12	1 2	100
Teachers	90	85	94
Class Prefects	84	84	100

Source: Researcher's Field Data (2020)

Table 4.1 show that 12 principals and 84 class prefects sampled participated in the study. This represent a returned rate of (100%) however, 85(94%) of the teachers returned their questionnaires. This was possible because the respondents were knowledgeable about the influence of principals'

supervision strategies on curriculum implementation. The researcher made visits to schools to collect data. The high response rate indicated that they were cooperative. Fincham (2008) noted that a returned rate of more than 80% is high and acceptable responses; it is a representative of the target sample and sufficient enough for the researcher to generalize the results of the target population.

4.3 Demographic Information

The demographic information of respondents was sought to find out the influence of principals supervision strategies on curriculum implementation, the information sought from respondents include; professional development program for both principals and teachers, length of stay as a principal in the current school, Age brackets for teachers and (class of participants, only for class prefects).

4.3.1 Professional growth

Principals and teachers were asked to indicate whether principals and teachers undertake supervision, management and proficiency courses on curriculum implementation. It was necessary for the researcher to establish whether principals were equipped with supervision and management skills on curriculum implementation and examine teachers' competencies in implementing curriculum. Figures 4.1 show principals' responses on their undertaking of supervision and management courses.

Principals Supervision and Management ProficiencyCourses

Agreed (4)34%

Disagreed (8)66%
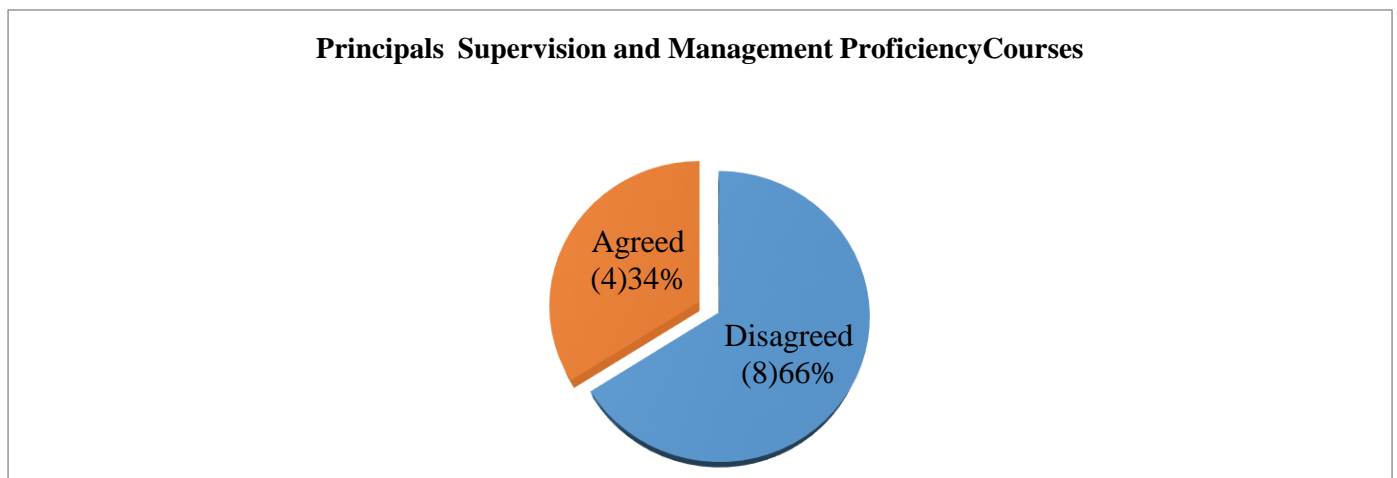
Figure 4.1 Principals supervision and management proficiency courses

Source: Researcher's Field Data (2020)

It is evident from figure 4.1 that majority of principals (8)66% failed to attend seminars on management and supervision of curriculum implementation whereas a hand full 4 (34%) do attend such workshops. Management and supervision courses are mandatory for the principals. According to Glickman (2010), principals need to be equipped in managerial skills on curriculum interpretation and implementation so as to supervise teachers well in preparation and use of professional record. Glickman (2010) further explained that principals' knowledge and skills of supervision is important in supervising teachers' work. When principals attend seminars and workshop on curriculum implementation they can confidently manage teachers' work and ensure proper use of teaching and learning resources. The concern of TSC is to ensure that quality teaching and professional development among teachers are maintained. New teachers are inducted on the curriculum implementation by a well versed principal. To build the confident of teaching force principal has to be well informed on the matters of educational policies and interpretation of curriculum which can be acquired through regular attendance of proficiency courses (TSC, 2015), therefore, performance of schools whose principals do not attend seminars on leadership, management and supervision is compromised as the quality of education offered remained low. The seminars are regularly offered by MOE and TSC. Principals who regularly attend curriculum implementation seminars effectively implement curriculum in their schools hence the quality teaching and standards of education are raised (Kimani, 2010). Principals who attend conferences, seminars and workshops enhances their skills in management and supervision, qualified and experience principals in terms of supervision and management function optimally, they lead the staff without dominating, plan and direct everyone in school in achieving the set targets (Ajaiyeoba, 2006).

In regard to teachers undertaking proficiency courses on curriculum interpretation and implementation, the researcher sought teachers' responses on their attendance in any of professional courses offered by the MOE, TSC or other credible organisations on interpretation of curriculum and other pertinent emerging issues in curriculum delivery. Figure 4.2 summarises teachers' responses on teachers' undertaking proficiency courses.

Teachers' proficiency courses on curriculum implementation

Agreed
(25)29%

Disagreed
(60)71%
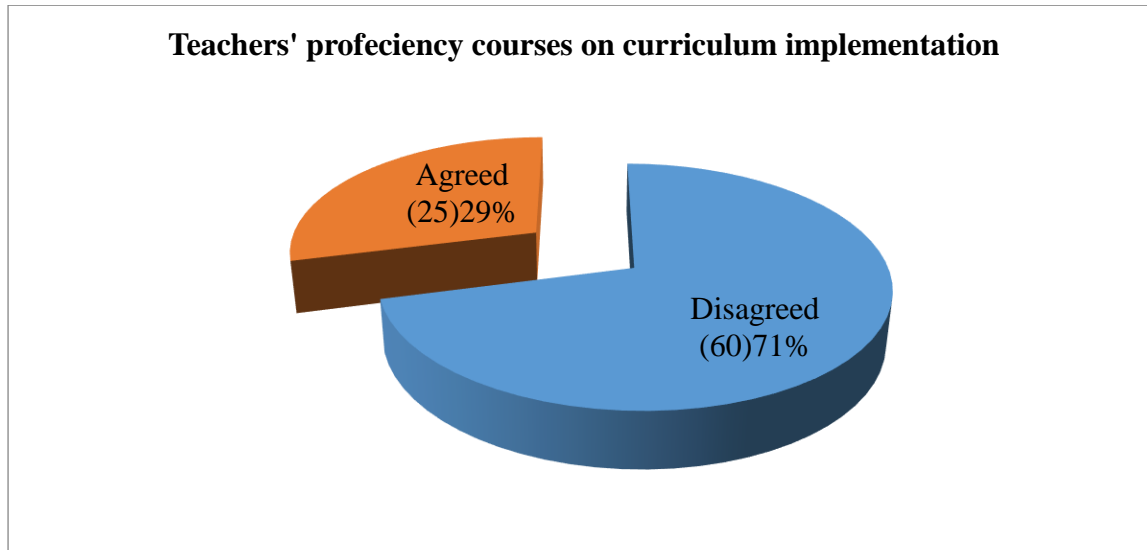
Figure 4.2 Teachers' proficiency courses in curriculum implementation

Source: Researcher's Field Data (2020)

Figure 4.2 shows that (60)71% of teachers never went for teachers' development programs on curriculum implementation interpretation, whereas 25(29%) of them managed to attend such courses, therefore implementation of new ideas in classroom reality enhanced quality teaching and learning leading to increased students' performance. Teachers who keep in touch with the current standards in curriculum delivery are more competent than their counterparts who do not go for proficiency courses. TSC core mandate is to ensure quality education through its qualified teachers who should possess competencies required to effectively maintain and implement curriculum (TSC, 2015). Amjornssons (2004) confirmed that regularly attending proficiency courses makes teachers well updated on the curriculum implementation and are effective in curriculum delivery they therefore, remain relevant to the implementation of curriculum. Swetah (2009) stated that principals' are mandated to promote teachers' professional growth through facilitating them to attend proficiency courses and seminars on current curriculum contents and pedagogical skills. Amjornsson (2004) further stated that changes in curriculum is continuous hence the need for teachers to enrolled for proficiency courses so that they can competently guide learners in achieving good grades. Okpoh and Victoria (2013) noted that teachers who attend proficiency course perform effectively in their work in terms of mastery of contents, class management, evaluation and teaching methodologies; this enhances professionalism and in turn leads to effective curriculum implementation. Saheen and Kazmi (2012) explained that proficiency courses improve teachers' performance and thus help influence principals' supervision strategies on curriculum implementation.

4.3.2 Length of stays and Age brackets

The study sought to find out principals' responses on their length of stay in the current school and teachers' responses on their age brackets. There was need for the researcher to examine whether principal length of stay in the current school or teachers age brackets influence principals' supervision

strategies on curriculum implementation. Figure 4.3 shows the principals' responses on their length of stay in the current station.
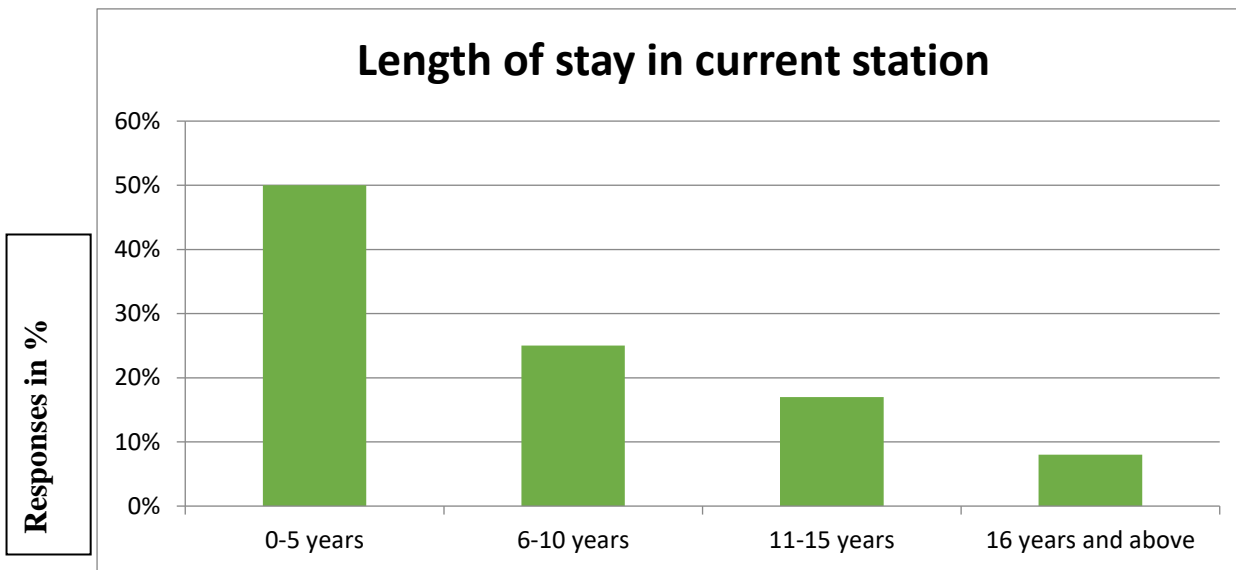
Figure 4.3 Principals' responses on their length of stay in the current school

Source: Researcher's Field Data (2020)

It is evident from Figure 4.3 that half of the principals 6(50%) hardly spent more than five years in the present school while few of them 1(8%) have been in the school for sixteen years and above, this is as a result of delocalisation of principals country wide in the year 2018 by TSC, head teachers who served in one station for long period were delocalised (Muriuki, 2017). According to Fincham (2008) when principals stayed long enough in one station they effectively supervise curriculum because they are more acquainted with the abilities of the workers and teaching staff hence fully utilise their potentials for provision of quality education. Majority of new principals need time to acclimatize to current station hence realisation of quality education may be delayed thus effective curriculum implementation is hampered. Spielhofer (2002) also noted that when principals stayed longer in one school it strengthen collaboration, interaction and team work among the teachers and students leading to effective delivery of curriculum, hence academic and no-academic performance are improved. This fosters influence of principals' supervision strategies on implementation of curriculum.

Concerning the teachers' age, the study sought to find out teachers' responses on their age brackets. It was necessary for the researcher to establish whether the age of teachers influence principals'

supervision strategies on curriculum implementation. Figure 4.4 summarises the teachers' responses on their age.
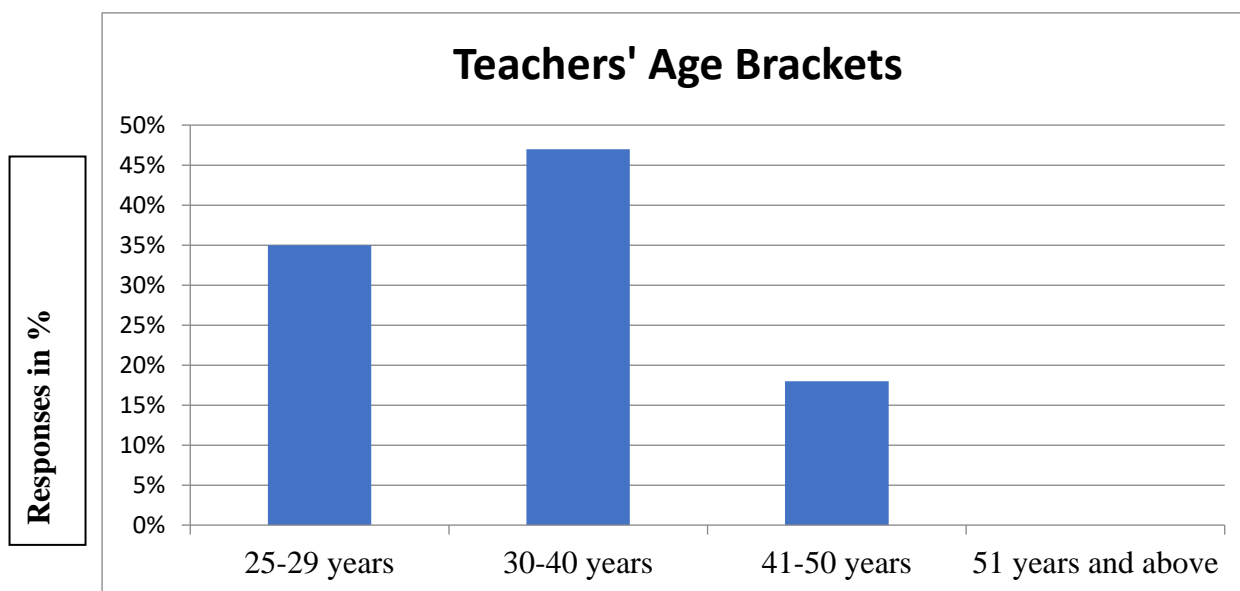
Figure 4.4 Teachers' Age Brackets

Source: Researcher's Field Data (2010)

It is evident from figure 4.4 that majority of teachers 47% fall into youthful stage of between 30 to 40 years followed closely by ages between 25 to 30 years at 35%, therefore they needed principals guidance and supervision in terms of lesson observation and utilisation of the feedback to better their teaching profession, Glickman (2020) noted that teachers at age brackets of 25 to 30 years are more receptive to corrections arising from lesson observation feedback and other profession directives. They should be guided so that they link classroom theories taught in university to the real situation in class as they deliver actual teaching. OKpala (2000) further indicated that teachers at this stage of 30 to 40 years are responsible in their work as they look forward to collaborate with principals and other senior teachers to better their teaching career, they are adequately mature and responsible in terms of content delivery, this enhances quality of teaching hence greatly influence principals supervision strategies on effective curriculum implementation.

4.3.3 Class of participant

The class prefects were asked to indicate their class. It was necessary for the researcher to establish whether the class of a participant influence principals' supervision on curriculum implementation. Figure 4.5 summarises the class prefects' responses on their class.
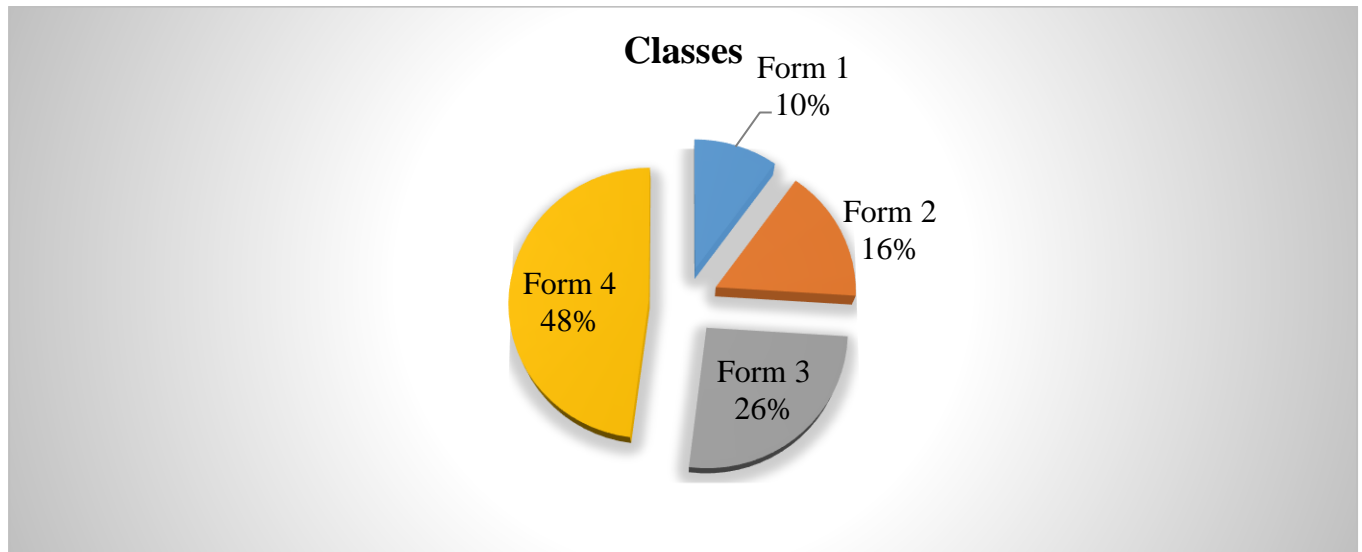
Figure 4.5: Class Prefects' Responses on their class

Source: Researcher's Field Data (2020)

The results of figure 4.5 show that there were many respondents from form 3 and form 4, as indicated by the respondents, form three 22(26%), form four 40(48%), this show that many of the leaners from these classes understood the influence of principals supervision strategies on effective curriculum implementation in their schools as compared to form ones and twos. Their experiences of being in school for three or four years made them to answer question well on principal supervision strategies on curriculum implementation. The senior class of form four was more experienced as compared to form three. According to Glickman (2010) in relating the performance of principal supervision roles to students performance, state that senior students understood the principals supervision roles to their academic performance since they have stayed in the school long enough to learn the principals skills of management and teachers' teaching methodologies in the class room as they look for opportunities to better their performance.

4.3.4 Class prefects' Orientation

The class prefects were asked to indicate whether they undertake orientation on the use and filling of class official documents. It was necessary for the researcher to establish whether the proper update of class official documents influence principals' supervision on curriculum implementation. Figure 4.6 summarises the class prefects' responses on use and filing of class official documents.
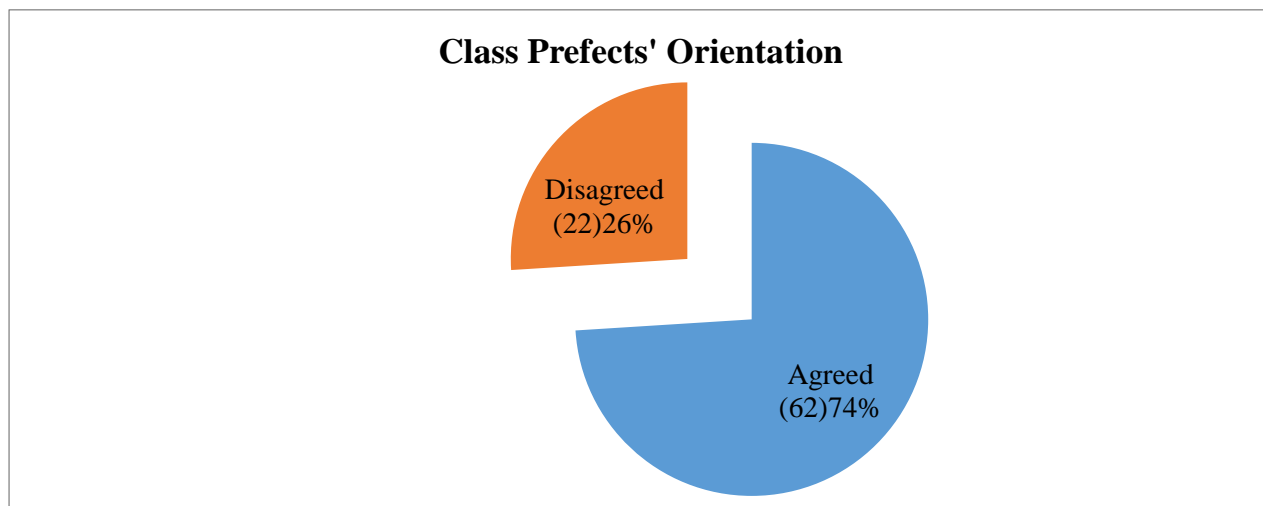
Figure 4.6 Class prefects responses on their orientation

Source: Researcher's Field Data (2020)

Figure 4.6 clearly shows that majority of class prefects 62(74%) were aware of use of the class official documents and they knew how to fill them, however 22(26%) of class prefects indicated that there was no orientation on use and filling of class official documents, the class official documents include class register, lesson attendance form, syllabus survey form among others that the school may require class prefects to fill at any time. Such documents are official as they monitor the implementation of curriculum (Wango, 2009). Principals through class teachers should aspire to orient class prefects on how these documents are filled. Proper filling of such documents assisted principals in effectively ascertaining the implementation of curriculum in the classroom. According to Shikami (2006), schools which orient their class prefects well on the filling of class official documents get to know what is taking place in class room and the school in terms of curriculum implementation, this enhances principals' effective supervision strategies on curriculum implementation. Shikami(2006) further noted that orienting class prefects on their role encourages and build confidence about their job, it also help class prefects to interact freely with teachers as they sought their guidance on the filling of the class

official documents. Vicki (2018) further acknowledged that class prefects assist principals in monitoring and supervising lesson attendance and by extension curriculum implementation hence contribute significantly to influence of principals' supervision strategies on implementation of curriculum since properly filled documents assist in establishing whether actual curriculum delivery takes place in class through teaching and learning process.

4.4 Supervision of Professional Records

The study sought to assess the influence of principals' supervision strategies on teachers' use of professional records. The study sought to find out views of principals, teachers and class prefects on how principals supervised teachers' use of professional records, maintenance of professional record and influence of principals' supervision on teachers' use of professional records. Table 4.2 summarises principals', teachers' and class prefects' responses on principals' supervision of teachers' use of professional records.

Table 4.2: Principals', Teachers' and Class Prefects' Responses on Principals' Supervision of Teachers' use of Professional Records

Principals' supervisory activities	Respondent	Agree		Disagree	
Principals ∑=12 Teachers ∑=85 Class Prefects ∑=84		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 and classroom walk through in supervising teachers' use of professional records	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 4.2 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 undertaking lesson observation, while 10(83.3%) negated. The responses from the teachers indicated that 5(5.9%) of teachers agreed that principals assessed teaching in the classroom while majority 80(94.1%) disagreed on principals undertaking lesson observation. Class prefects responses showed that 34(40.5%) agreed seeing principals in class when lesson was on going whereas 50(59.5%) disagreed. Furthermore, 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 on Principals employing MBWA and three minutes classroom walk through, 52(61.9%) disagreed. Supervision of teachers' use of professional records is crucial in implementation of curriculum; therefore, principals are tasked to supervise teachers' use of the professional records. This 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. Majority of principals failed to perform their task of classroom visitation, since majority of respondents disagreed to principals undertaking lesson observation as expected there was no feedback. This contradicted Planturoot (2006) who indicated that principals are tasked to motivate teachers utilise feedback received from supervisors to better their weak area of professional growth. Nzabonimpa (2013) further 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 to be checking while 11(91.7%) of principals disagreed, meaning majority of principals do not check lesson plan prepared by teachers. 6(7.1%) of teachers agreed that principals check lesson plans while 79(92.9%) of teachers disagreed, meaning principals have no time to check lesson plans. 5(41.7%) of principals agreed that they check records of work, 7(58.3%) of principals disagreed checking record of work. For the teachers 13(15.3%) of them agreed that principals check record of work, 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

53

principals check schemes of work, 66(77.6%) of teachers disagreed. To monitor lesson attendance, 2(16.7%) of principals agreed to monitor lesson attendance while 10(83.7%) of them disagreed, indication that majority of principals do not monitor lesson attendance. 16(18.8%) of teachers agreed that principals monitor lesson attendance while 69(81.2%) of teachers disagreed seeing principals monitor lesson attendance, 25(29.8%) of class prefects agreed principals monitoring lesson attendance, 59(70.2%) disagreed. This finding negate principals' responsibility of checking professional records as noted by Musungu and Nasongo, (2009), on the role of principal on monitoring punctuality and discipline of teachers and learners in terms of lesson attendance. The head teachers are supposed to supervise lesson attendance to ensure contact hours between teachers and students is maintained, hence earlier 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). The table further indicated that all the principals' supervisory roles are not done adequately as confirmed by the principals', teachers' and class prefects' responses.

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

On maintenance of Professional records principals, teachers and Class prefects were asked to rate how principals supervised maintenance of professional records in order to ascertain their condition. Figure 4.7 shows maintenance rating of professional records.

Responses in %
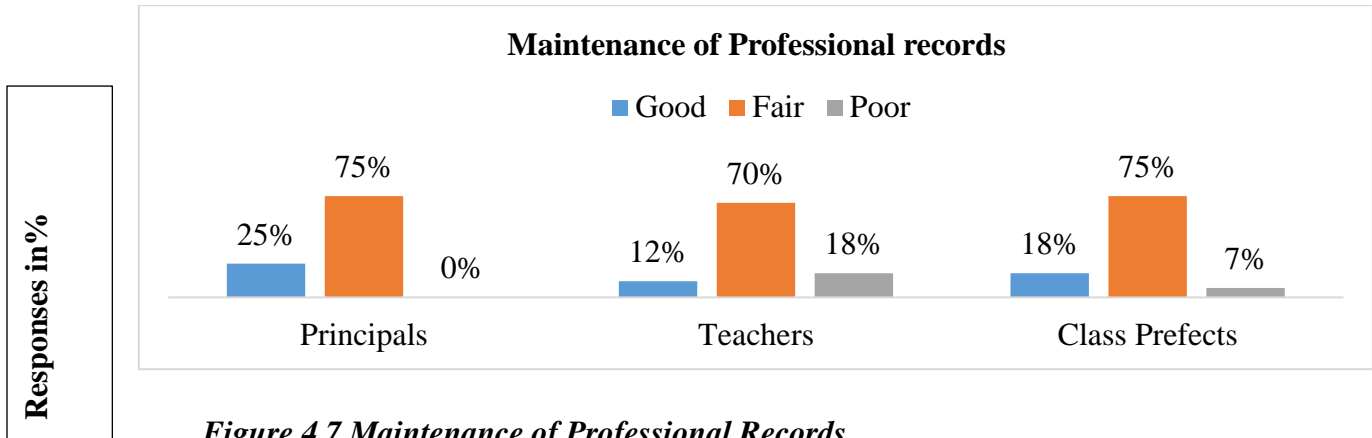
Figure 4.7 Maintenance of Professional Records

Source: *Researcher's Field Data (2020)*

It is evident from figure 4.7 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 conditions and somehow updated. When teachers were asked to rate the principals' maintenance of professional records 10(12%) said it was satisfactory, 60(70%) said it was somehow updated and their condition not so well and 15(18%) said the records were not well kept and have not been updated by teachers. For the class prefects (18%) said it was satisfactory, (75%) said it was somehow updated and their condition not so well and (7%) said the records were not in dilapidating state and not updated by the class prefects. This is in confirmation of principals undoing as key person in supervision of approved curriculum and maintenance of professional records in school. Teachers and leaners are held accountable in the maintenance of professional records, but the overall supervisor and the manager is the principal. According to Marwanga (2010), facilitative leadership in principal involved developing a cohesive team that is motivated to work towards curriculum implementation the team collaborate with principal in preparation, use and updating professional records. The main goal of teaching standards in the Teacher Performance and Appraisal Development (TPAD) is for the teacher to attend all the time tabled lessons. The TSC directed all heads and teachers to be available in school at all the time in order to undertake the assigned teaching and administrative duties (TSC, 2017). The teaching duties involve preparation, use and maintenance of professional records in curriculum delivery, whereas the principals' administrative duty was to supervise teachers' use of professional records.

On influence of principals' supervision strategies on teachers' use of professional records, principals, teachers and class prefects were asked to state whether the principal supervision of teachers' use of professional records influence curriculum implementation. Table 4.3 shows principals', teachers' and class prefects' responses on influence of principals' supervision strategies on teachers' use of professional records.

Table 4.3: Principals', Teachers' and Class Prefects' Responses on Influence of Principals' Supervision 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 4.3 show that supervision of teachers' use of professional records influence 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 that proper supervision of professional records influenced curriculum implementation, with only 15(17.7%) indicating that it does not influence. 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. When principals check professional record it influence proper delivery of curriculum contents, William (2000), noted that there is significant impact of checking teachers' use of professional records for efficiency in curriculum implementation, hence improve students' academic achievements. Principals' frequency of checking professional records contributes to good performance since it is an effective instructional supervision practice to track teachers' work and the entire process of learning. Booker (2009) further noted that for a successful curriculum implementation, principals should constantly

supervise teachers' professional records; they should be managers rather than instructors in unveiling treasures within teachers, a more aggressive principal implement and promote effective curriculum implementation through constant follow up on teachers' use of professional records for effective teaching methods hence improved students' academic performance. Swetah (2009) further argued that, principals should promote teachers' professional growth through facilitating them to attend proficiency courses and seminars on current curriculum contents and pedagogical skills. This tends to better the working relationships between principals and teachers. Yunita (2015) indicated that the major goal of principal is to increase the learning outcomes of learners through better content delivery by continuously updating professional records to realize better students' achievements. When principals adhere to their responsibility of supervising teachers' use of professional records and in consultation with Quality Assurance Officers, quality of education is realized.

On documents accessed from the MOE and TSC offices, the researcher sought to find out whether the said documents were available in schools. Table 4.4 summarises the availability of the documents in school.

Table 4.4: Availability of MOE and TSC Documents in school

Professional Document	Available		Inaccessible	
Principal ∑=12	Frequency	%	Frequency	%
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 4.4 show that the documents were available in school and accessible by the researcher 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 researcher got the documents easily from the MOE and TSC offices; the same was obtained from the school. The documents were also accessed online through the official website. The researcher collected all the relevant documents for the study from the CDE and TSC offices to be analysed. According to Cohen (2000), for a successful research public documents should be accessible and feasible. Therefore, the availability of the documents made the study successful since the documents were analysed and given meaning according to the study objectives. Principals were kept on toes with effective supervision strategies on curriculum implementation upon reading the documents. Principals and teachers benefited by reading the documents and ensuring that they implement the curriculum based on current education system and being in touch with laws and regulations guiding the teaching profession.

4.5 Supervision of Teaching and Learning Resources

The research question sought to find out the influence of principals' supervision strategies on use of teaching and learning resources. The researcher sought the principals, teachers and class prefects' responses on how principals supervised use of teaching and learning resources, maintenance of teaching and learning resources and influence of principals' supervision strategies on teaching and learning resources. Table 4.5 shows principals', teachers' and class prefects' responses on Principals' supervision of teaching and learning resources.

Table 4.5: Principals', Teachers' and Class Prefects' Responses on Principals' Supervision of Teaching and Learning Resources

Principals' supervisory activities	Principals ∑=12 Teachers ∑=85 Class Prefects ∑=84				
	Respondents	Agree		Disagree	
		F	%	F	%
Practice MBWA and three minutes classroom Walk through in supervising use of teaching and learning resources	Principals	4	33.3	8	66.7
	Teachers	12	14.1	73	85.9
	Class prefects	33	39.3	51	60.7
Supervising procurement of instructional materials	Principals	3	25	9	75
	Teachers	11	12.9	74	87.1
	Class prefects	30	35.7	54	64.3
Supervising school infrastructure and facilities	Principals	5	41.2	7	58.8
	Teachers	20	23.5	65	76.5
	Class prefects	31	36.9	53	63.1

Source: Researcher's Field Data (2020)

Table 4.5 show that 4(33.3%) of principals agreed in supervision of teaching and learning resources by MBWA that is Management by walking around the school to see the actual use of teaching and learning resources in curriculum implementation, 8(67.7%) of principals disagreed in using the MBWA in supervising use of learning resources in curriculum implementation. Teachers' response were that 12(14.1%) agreed while 73(85.9%) disagreed on the fact that principal find time to walk around the school in a bid to manage use of teaching and learning resources. 33(39.3%) of class prefects agreed, 51(60.7%) disagreed on principals managing teaching and learning resources by walking around. This is in contrast to TSC circular No.7 of 2017 on performance contract between principals and TSC that principals should properly manage teaching and learning resources to improve curriculum implementation (TSC, 2016). Okello and Kagoire (2013) further noted that principal key supervisory responsible is maintaining stores, school infrastructures and equipment. They should supervise use and care of physical facilities, reagents and instructional materials. The table further show that 3(25%) of principals agreed that they properly supervised procurement and tendering of instructional materials, majority of principals 9(75%) hardly supervise procured instructional materials as it is left to the storekeeper. 11(12.9%) of teachers agreed that principals supervised

procured instructional materials whereas 74(87.1%) denied seeing principals supervise procured instructional materials. 30(35.7%) of class prefects agreed that principals supervised school instructional resources on delivery, 54(64.3%) of class prefects disagreed. Management by walking around the school gave the principal chance to have general overview of the status and adequacy learning resources, this has a great significant to learners academic performance since provision of quality education is pegged on availability of instructional materials (Waweru, 2014).

Further on supervision of school infrastructure and facilities 5(41.2%) of principal confirmed supervising it while 7(58.8%) rarely find time to supervise school infrastructure and facilities since most of them delegated these tasks to senior teachers. 20(23.5%) of teachers agreed that principals supervised school infrastructure and facilities, a good number of teachers 65(76.5%) disagreed. 31(36.9%) of class prefects agreed that principals supervised school buildings and facilities while 53(63.1%) disagreed. Teaching and learning resources contribute to effective curriculum implementation if they are supervised properly, to achieve this principals should supervise use and adequacy of instructional materials on their own without too much delegating.

 Therefore from the responses it can be concluded that principal's inadequacy in supervising use of teaching and learning resources negatively affecting curriculum implementation.

To determine the current conditions of teaching and learning resources, the researcher sought principals', teachers' and class prefects' responses on maintenance of teaching and learning resources. Figure 4.8 summarises the principals', teachers' and class prefects' responses on maintenance rating of teaching and learning resources.

Maintenance of Teaching and Learning Resources
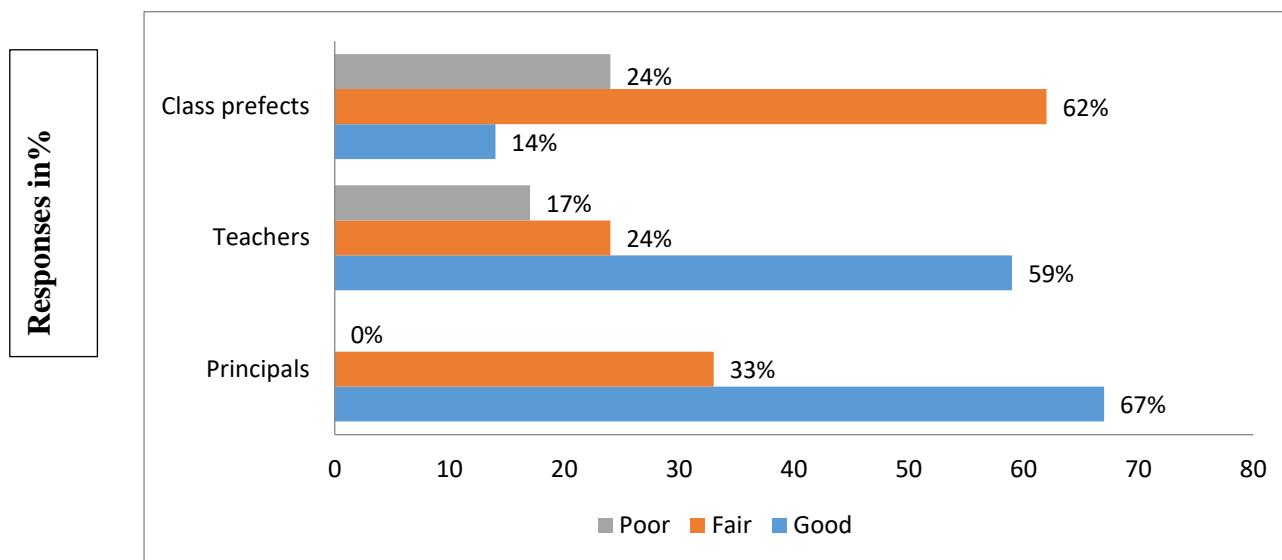
Figure 4.8 Maintenance of Teaching and Learning Resources

Source: Researcher's Field Data (2020)

Figure 4.8 clearly show that 8(67%) of principals indicated that status of teaching and learning resources in their schools was fairly adequate as compared to 4(33%) principals who said that teaching and learning resources were adequate and in good condition. 50(58%) of teachers who were asked on the same aspect said they were fairly adequate and somehow in proper use, 20(24%) of the teachers said that the resources were inadequate and the few available were in a worrying conditions hence could not have been used to implement curriculum effectively, 15(18%) of teachers said maintenance of teaching and learning resources was satisfactory. 12(14%) of class prefects cited the maintenance of teaching and learning resources as adequate and in proper use, whereas 52(62%) of class prefects responses indicated somehow adequate and in proper use. It is therefore clear that many principals are not keen in the maintenance of teaching and learning resources in the school. Implementation of curriculum depends on adequacy and supervision of teaching and learning resources, head teachers'

are tasked to maintain and make adequate availability of instructional materials (Monga're et. al.,2016).

Poor state and inadequate teaching and learning resources greatly affect the academic performance of the learners in all public secondary schools in West Pokot Sub-County. This is in contrast to key responsibility of principals, which is supervision of physical and learning resources used in teaching and learning as indicated by Wango (2009). Mudulia (2012) further noted that poor performance of schools in Africa has been associated with shortage or lack of teaching and learning resources, high performing schools have high availability of instructional resources compared to low performing schools. Eshiwani (2001) concurred that poor performance in Kenya is attributed to acute shortage of learning resources affecting negatively the success of effective curriculum implementation. The point is further reinforced by Republic of Kenya (2008), with inadequate and unsuitable physical facilities coupled with poor physical environment make such schools post poor results in National examinations. Otunga and Kindik (2008), argued that the challenges schools face are inadequate supervision and maintenance of teaching and learning resources, thus compromising the quality of education offered. Ayeni (2012) confirmed that as internal supervisors most principals' prioritize supervision of lesson attendance neglecting provision of learning resources, affecting standard of education. To realize effective curriculum delivery principal should be effective in supervision and provision of adequate teaching and learning resource and ensure proper maintenance.

On influence of principals' supervision of teaching and learning resources, principals, teachers and class prefects were asked to state whether or not supervision of teaching and learning resources influenced curriculum implementation. Table 4.6 Summarises principals', teachers' and class prefects' responses on influence of Principals' supervision of teaching and learning resources.

Table 4.6: Principals', Teachers' and Class Prefects' Responses on Influence of Principals' Supervision of Teaching and Learning Resources

Respondent	Principals ∑=12 Teachers ∑=85 Class Prefects ∑=84			
	Agree		Disagree	
	F	**%**	**F**	**%**
Principals	9	75	3	25
Teachers	68	80	17	20
Class prefects	54	63.3	30	36.7

Source: Researcher's Field Data (2020)

Table 4.6 succinctly show that 9(75%) of principals agreed on the fact that effective principals' supervision of teaching and learning resources influenced curriculum implementation, 3(25%) disagreed. 68(80%) of teachers accepted that teaching and learning resources if effectively supervised influenced curriculum implementation, 17(20%) of teachers denied, for class prefects, 54(63.3%) agreed, whereas 30(36.7%) of them disagreed. Therefore, it is evident from the table that with proper supervision of teaching and learning resources quality of education is raised. Teaching and learning materials raises academic performance standard and efficiency of a school system when properly supervised (Krolak, 2005). Kahera (2010) further noted that availability of facilities, infrastructure, teaching and learning resources influence curriculum implementation. TSC and Principals desire to enhance proper management of public resources for better results. Waweru (2014) also noted that, head teacher supervision of use, care and maintenance of school infrastructure, teaching and learning resources makes curriculum delivery a success. These resources are important towards curriculum implementation. Provision of quality education depends on availability of learning resource and physical facilities (Republic of Kenya, 2006).

4.6 Supervision of Teaching Staff

The study sought to examine the influence of principals' supervision strategies on supervision of teaching staff. The researcher sought principals', teachers' and class prefects' responses on principals' supervision of teaching staff, shortage of teachers and influence of principals' supervision of teaching

staff on curriculum implementation. Table 4.7 show principals', teachers' and class prefects' responses on Principals' supervision of teaching staff.

Table 4.7: Principals', Teachers' and Class Prefects' Responses on Principals' Supervision of Teaching Staff

Principals' supervisory activities	Principals ∑=12Teachers ∑=85Class Prefects ∑=84				
		Agree		Disagree	
Respondent		F	%	F	%
Practice MBWA and three minutes' walk	Principals	2	16.7	10	83.3
Through classroom to supervise	Teachers	8	9.4	77	90.6
Teaching	Class prefects	41	48.8	43	52.2
Delegation of duties to	Principals	9	75	3	25
Senior teachers	Teachers	66	77.6	19	22.4
	Class prefects	56	66.7	28	33.3
Serious follow up on delegation	Principals	4	33.3	8	66.7
	Teachers	18	21.2	67	78.8
	Class prefects	00	00	00	00
Sourcing teachers through TSC	Principals	5	41.7	7	58.3
and BOM	Teachers	16	18.9	79	81.1
	Class prefects	22	26.2	62	73.8
Supervision of teachers' work	Principals	3	25	9	75
	Teachers	21	24.7	64	75.3
	Class prefects	35	41.7	49	58.3

Source: Researcher's Field Data (2020)

Table 4.7 show that 2(16.7%) of principals agreed on practicing MBWA and three minute' classroom walk through to oversee actual teaching and learning while majority 10(83.3%) of the principals disagreed. 8(9.4%) of teachers agreed practicing MBWA and three minutes' classroom walk through, 77(90.6) disagreed. 41(48.8%) of class prefects agreed to have seen the principal walk around to supervise teachers' work, 43(52.2%) denied seeing principals enter class when the lesson was on going. Principals are overworked as managers, implementers and evaluators of all activities in school, hence unable to supervise effective implementation of curriculum (Okumbe, 2001). Asked on

delegating duties to senior teachers 9(75%) of the principals agreed while 3(25%) disagreed. 19(22.4%) teachers disagreed that principals delegated curriculum implementation to senior teachers, 66(77.6%) of teachers agreed. 28(33.3%) of class prefects negated seeing other teachers take over supervision of school programs when principal was out on official duties while 56(66.7%) admitted. On serious follow up of delegated duties 4(33.3%) of principals agreed that they seriously follow up on delegated duties to see to it that they were implemented. 8(66.7%) of principals disagreed, 18(21.2%) of teachers agreed that there is serious follow up of the delegated duties while 67(78.8%) said that there was no serious follow up of all delegated duties, meaning that majority of principals did not make serous follow up on delegated duties, Delegation is not abdication (Erin, 2008). To mitigate teacher shortages in their schools 5(41.7%) of principals agreed that they struggle to source teachers through TSC and BOM. 7(58.3%) disagreed sourcing teachers through TSC and BOM and only wait for TSC to post teachers to their schools. 16(18.9%) of teachers agreed that principals make an effort of getting more teachers to increase the staff, while majority of teachers 79(81.1%) disagreed on any effort done by the principals in sourcing more teaching staff. 22(26.2%) of class prefects admitted to occasionally seeing new teachers in school while 62(73.8%) disagreed. Adequate teaching force is significant to curriculum implementation. Teachers are key in implementing effective curriculum, to achieve this principals should harness teachers' potential through thorough supervision of teachers' work and prudently maintaining quality and quantity of teaching force. The principal should maintain a tone and culture of being humane, firm, strict and fair to teachers and learners in delivery of curriculum (Wango, 2009).

The table further indicated that 9(75%) of principals' say they rarely supervised teachers' work 3(25%) of them thoroughly supervised teachers' work. 21(24.7%) of teachers admitted being supervised as they undertake their professional duties whereas 64(75.3%) denied being supervised. 35(41.7%) of class prefects agreed that principal supervised teachers work while 49(58.3%) disagreed. Gaziel (2007) confirmed that principals neglect their duty of supervising teachers' work and in developing staff. It is therefore evident that curriculum implementation is affected when principals neglect their core mandate of supervising teacher's work. Principal's satisfactory performance to staff is to organise and direct in the process of teaching and learning through checking their professional work. This is in contrast to Moraa (2010) who stated that principal play instructional supervisory role of supervising teachers' work.

From the respondents' responses, it therefore serve to conclude that principals failed to supervise teachers' work hence slow down implementation of curriculum.

In regard to teachers' shortage, the study sought principals' teachers' and class prefects' responses on need of more teachers by schools. Figure 4.9 shows principals', teachers' and class prefects' responses on shortage of teachers.
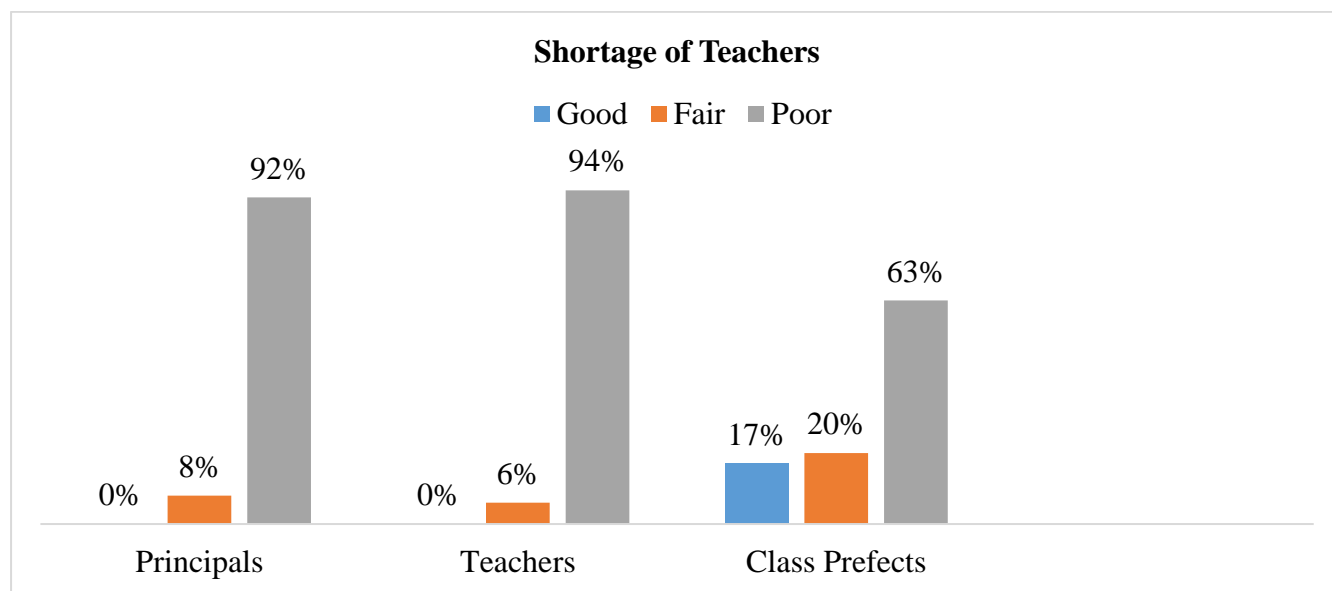
Figure 4.9 Shortages of Teachers

Source: Researcher's Field Data (2020)

Asked about teachers shortage none of principals and teachers admitted having enough teachers in their schools, 1(8%) of principals said they can manage with the few teachers that were in school and 11(92%) said there was extreme teachers' shortage in their schools. 5(6%) of teachers said they have fairly enough teachers in the school. Majority of teachers 80((94%) indicated dire need of more teachers in the school since the few present were overworked. 14(17%) of class prefects said there were adequate teachers in school, 17(20%) cited fairly enough teachers in school. 53(63%) extreme need for more teachers. It is therefore clear from the results of figure 4.9 that shortage of teaching staff was worrying leading to inadequacy in curriculum implementation in all public secondary schools in West Pokot Sub-County. Otunga and Kindik (2008) argued that principals are tasked to maintain adequate teaching staff; seemingly most principals were not serious in mitigating teacher shortage and in the management of teaching force who happened to be key human resource in curriculum

implementations. Principals are tasked in ensuring teachers are adequate in school and their duties are supervised thoroughly in order to improve curriculum delivery and achieve the set national targets.

Appearing before The Parliamentary Education Committee, TSC Chief Executive Officer (CEO) confirmed that the country is in dire need of more teachers, she noted that among the counties that experience huge teachers' deficit are: Kakamega at 60% teachers' shortage followed closely by West Pokot county at 51.4% and Garissa at 45.5%, this severe teachers' shortage has hit the public secondary schools threatening the quality of education and compromising confidence in public schools (Kariuki and Nyamai, 2020). The few teachers present are forced to overwork leading to burnt out; this is one of the main reasons why many secondary schools in Kenya and in particular West Pokot Sub-County underperform. Furthermore, The Kenya National Union of Teachers (KNUT) affirmed its stance that Kenyan Government need to do more on teachers' shortage in order to raise the education standards in the country, students population keep increasing following the government directive of 100% transition from primary to secondary schools, education standards remain low as long as the teachers' shortage is not addressed (Kariuki and Nyamai, 2020). Teachers' shortages hinder implementation of curriculum, when teachers are few they become overloaded and overstretched. Wakoli (2014) found out that inadequate teaching staff has a significant negative effect on curriculum implementation.

On principals' supervision of teaching staff, the researcher sought the responses of principals, teachers and class prefects on the influence of principals' supervision of teaching staff on curriculum implementation. Table 4.8 show principals', teachers' and class prefects' responses on influence of Principals' supervision of teaching staff.

Table 4.8: Principals', Teachers' and Class Prefects' Responses on Influence of Principals' Supervision of Teaching Staff

Respondent	Principals ∑=12 Teachers ∑=85 Class Prefects ∑=84			
	Agree		Disagree	
	F	%	F	%
Principals	8	66.7	4	33.3
Teachers	63	74.1	22	25.9
Class prefects	58	69	26	31

Source: Researcher's Field Data (2020)

Table 4.8 show that majority of principals 8(66.7%) agreed that supervision of teaching staff influenced curriculum implementation, 4(33.3%) declined. 63(74.1%) of teachers admitted that supervision of teaching staff influenced curriculum implementation, whereas 22(25.9%) disagreed. 58(69%) of class prefects agreed that supervision of teaching staff influenced curriculum implementation while 26(31%) negated. With proper supervision of teaching staff curriculum implementation is realized. Proper principals' supervision of teaching staff influence curriculum delivery, this is done by reinforcing the working atmosphere and ensuring that they work optimally to deliver to the expectation of the school and in tandem to the adequate curriculum implementation. According to Wango (2009), strong principal leadership in developing positive attitudes and directing teaching staff influences achievement of set goals hence improved quality of education. Petri (2010) further confirmed that effective supervisors create conditions to support and motivate teachers. Motivated teachers work hard than unmotivated teachers. Ponnusamy (2010) also asserted that proper and focus leadership influences teachers and students' achievement, their mutual and cohesive interactions influences students' achievements hence influence performance in KCSE and co-curricular activities. Okumbe (2001) argued that one of the key roles of educational management by principal is to stimulate human resources available in achieving set objectives. Therefore, the principal is in-charge of curriculum implementation by supervising teaching staff and teaching methods.

4.7 Supervision of Co-curricular Activities

The researcher sought to investigate the influence of principals' supervision on co-curricular activities. The researcher sought responses from principals, teachers and class prefects on supervision of co-curricular activities, maintenance of co-curricular activities record, facilities and equipment and influence of principals' supervision of co-curricular activities. Table 4.9 show principals', teachers' and class prefects' responses on supervision of co-curricular activities.

Table 4.9: Principals, Teachers and Class Prefects Responses on Principals' Supervision of Co-curricular Activities

Principals' supervisory activities Respondents	Principals ∑=12 Teachers ∑=85 Class Prefects ∑=84				
		Agree		Disagree	
		F	%	F	%
Supervising Co-curricular activities	Principals	5	41.7	7	58.3
	Teachers	18	21.2	67	78.8
	Class prefects	26	30.9	58	69.1
Supervising use of Co-curricular facilities and equipment	Principals	3	25	9	75
	Teachers	23	27.1	62	72.9
	Class prefects	27	32.1	57	67.9
Encourage and Facilitate students' participation in co-curricular activities	Principals	4	33.3	8	66.7
	Teachers	26	30.6	65	69.4
	Class prefects	26	30.9	58	69.1
MBWA practice in the running of co-curricular activities	Principals	3	25	9	75
	Teachers	31	36.5	54	63.5
	Class prefects	37	44.0	47	56

Source: Researcher's Field Data (2020)

The results of table 4.9 show that 5(41.7%) of principals agreed that they supervised co-curricular activities while 7(58.3%) of principals disagreed on the supervision of co-curricular activities. 18(21.2%) of teachers agreed that principals supervised co-curricular activities while 67(78.8%) of teachers refused that principals supervises co-curricular activities. 26(30.9%) of class prefects agreed on principals undertaking supervision of co-curricular activities, 58(69.1%) of class prefects denied principal supervising co-curricular activities, on supervision of use of co-curricular facilities and

equipment 3(25%) of principals agreed on their supervision. Majority 9(75%) of principals disagreed on supervising use of curricular facilities and equipment. 23(27.1%) of teachers agreed that principals supervised use of co-curricular facilities and equipment, while 62(72.9%) of teachers declined that principals supervised use of co-curricular facilities and equipment. 27(32.1%) of class prefects admitted that principal supervised use of co-curricular facilities and equipment, while 57(67.9%) disagreed. 4(33.3%) of principals agreed on encouraging and facilitating students' participation in co-curricular activities, while 8(66.7%) of principals disagreed. For the teachers 26(30.6%) of them agreed that principals facilitated and encouraged students' participation in co-curricular activities, 65(69.4%) of teachers disagreed. 26(30.9% of class prefects agreed that principals allowed students to compete in co-curricular activities with other schools while majority 68(69.1% of class prefects declined that principal allowed students take part in all competitions in co-curricular activities. On the concept that principals practice MBWA in the running of co-curricular activities 3(25%) of principals agreed, 9(75%) disagreed. Teachers agreed by 31(36.5%) that principals manage by walking around the school in the running of co-curricular activities. 54(63.5%) of teachers disagreed. 37(44.0%) of class prefects agreed that principal walk around the school in the management of co-curricular activities, 47(56%) disagreed. Co-curricular activities as part of the entire curriculum plays a crucial role in the moulding the well-being of the students and improve international cohesion and reduce juvenile delinquency. Wenzare (2010) observed that principals are not available in school always for teachers when they want to consult on issues pertaining the running of co-curricular activities, this has hampered effective curriculum implementation.

Therefore, from the responses it serves to conclude that principals never pay attention in supervising, encouraging and facilitating students' participation in co-curricular activities thus affecting students' achievements in non-academic activities hence hampering curriculum implementation.

In regard to maintenance of co-curricular activities records, equipment and facilities, the researcher sought principals' teachers' and class prefects' responses on their maintenance rating. Figure 4.10 shows principals', teachers' and class prefects' responses on maintenance rating of co-curricular activities records, equipment and facilities.
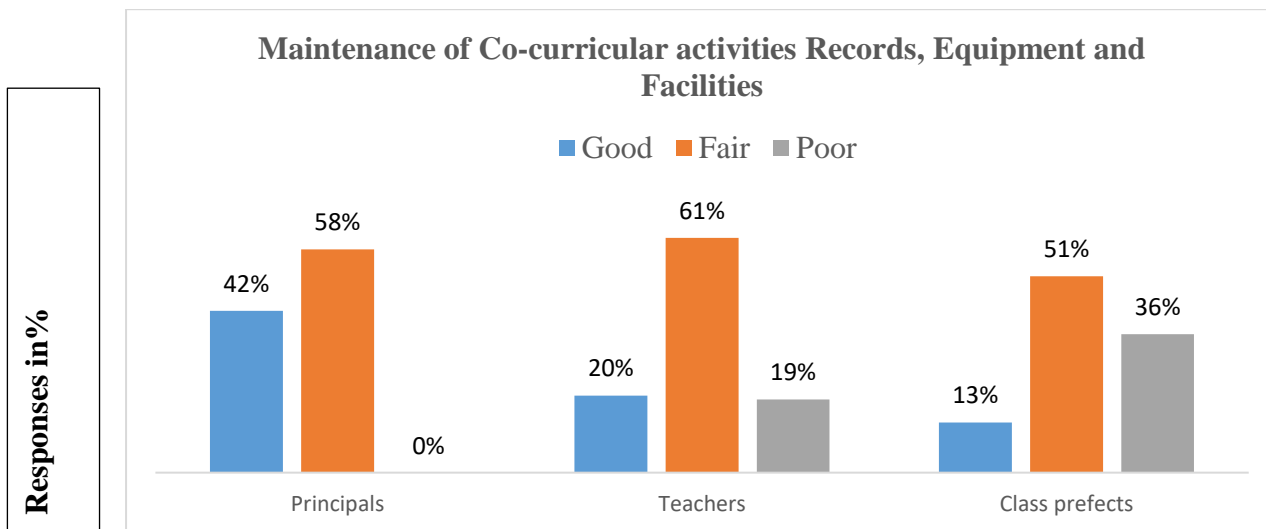
Figure 4.10 Maintenance of Co-curricular Activities Records, Equipment and Facilities

Source: Researcher's Field Data (2020)

As indicated from figure 4.10, concerning maintenance of co-curricular activities 5(42%) of principals rated maintenance of co-curricular activities records, equipment and facilities as adequate and in good use, 7(58%) of them rated it as fairly adequate and maintained, 17(20%) of teachers said maintenance of curricular activities records equipment and facilities were adequate and in good working condition, 16(19%) of teachers rated maintenance of co-curricular records equipment and facilities as inadequate and in a dilapidated condition. 52(61%) of teachers rated it to be in fair state of working and somehow adequate. 11(13%) of class prefects responded that maintenance of co-curricular activities records, equipment and facilities as adequate and in proper use, 43(51%) said it was fairly adequate and somehow worked well, while 30(36%) of class prefects rated it as inadequate and in deplorable condition. This is in contrast to the role of principals in supervision of co-curricular as stipulated by TSC code of regulations that principals administrative responsibility is to manage and ensure students' participation in all co-curricular activities (TSC, 2015). It is therefore clear from the responses that principals' supervision of co-curricular activities is not to the expectation of the government since all co-curricular activities records, equipment and facilities were in deplorable state hence cannot be used to achieve successful curriculum implementation. (Wango, 2009) explained that the running of co-curricular activities depend solely on proper maintenance of co-curricular activities records, equipment and facilities. Therefore principal has a great task of maintaining the facilities, records and equipment in good working condition and ensuring their adequacy.

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On the influence of principals' supervision strategies on co-curricular activities, the researcher sought principals, teachers and class prefects' opinion on the influence of principals' supervision strategy on co-curricular activities. Table 4.10 summarises the principals', teachers' and class prefects' responses on influence of Principals' supervision strategy on co-curricular activities.

Table 4.10: Principals', Teachers' and Class Prefects' Responses on Influence of Principals' Supervision on Co-curricular Activities

Respondent	Principals ∑=12Teachers ∑=85Class Prefects ∑=84			
	Agree		**Disagree**	
	F	**%**	**F**	**%**
Principals	7	58.3	5	42.7
Teachers	52	61.2	33	38.8
Class prefects	43	51.2	41	48.8

Source: Researcher's Field Data (2020)

Table 4.10 show that 7(58.3%) of principals agreed that supervision of co-curricular activities influenced curriculum implementation whereas 5(42.7%) of them disagreed. Teachers responses indicated that 52(61.2%) agreed that principals supervision of co-curricular activities influenced curriculum implementation, 33(38.8%) of teachers denied. 43(51.2%) of class prefects agreed on the fact that supervision of co-curricular activities influenced curriculum implementation, while 41(48.8%) disagreed. In provision of conducive atmosphere for the learners to participate in co-curricular activities, a learner is made to remain healthy and upright morally and most importantly nurture and harness their talents (Rashid & Sasidhar, 2005). Proper supervision of co-curricular activities influences curriculum implementation as suggested by Kimutai and Kosgei (2012) who noted that there is a significant correlation between principal supervision role and learners' academic and non-academic performance**.** It is important for the principals to supervise co-curricular activities and provide effective feedback to improve learners' participation in all the activities the school can afford to offer, all these required effective principals' supervisory strategies which promote students achievements (Ministry of Education, 2008).

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In regard to influence of principals' supervision strategies on effective curriculum implementation, the study sought to find out principals and teachers open ended responses on the influence of principals' supervision strategies on teachers' use of professional records, use of teaching and learning resources supervision of teaching staff and co-curricular activities. The researcher analysed the data by mixed approach that is by incorporating the qualitative and qualitative methods. Table 4.11 summarises the principals' and teachers' responses on the influence of Principals' supervision strategies on effective curriculum implementation.

Table 4.11: Principals', and Teachers' Responses on Influence of Principals' Supervision Strategies on curriculum implementation

Influence of Principals' supervision strategies	Principals and teachers ∑=97	
	F	**%**
Enhance teaching and learning process	78	80.4
Motivate learners and teachers	73	75.3
Enhance prudent use of teaching and learning resources	68	70.1
Enhance attainment of national set objectives	61	62.9
Leads to holistic formation of learners	60	61.9
Impact positively on academic and non-academic		
Achievements	54	55.7
Identify performance gaps	50	51.5
Enhance teaching strategies	42	43.3
Nurture independent learning	38	39.2
Enhance social integration	35	36.1
Nurture creativity, talents and innovation	32	33.0
Mean	**53.7**	
Standard Deviation	**14.9**	

Source: Researcher's Field Data (2020)

Table 4.11 clearly show how principals' supervision strategies influence curriculum implementation. Therefore, when curriculum implementation is supervised quality grades are attained. Principal leadership and management skill is essential in improving educational standards directing teachers and learners towards prudent use of school resources (Wango, 2009). When asked on influence of

principals' supervision of teaching and learning resources the majority of principals and teachers 78(80.4%) indicated that it enhances teaching and learning process when curriculum implementation is proper and effectively supervised by the principal'. Further, 73(75.3%) of principals and teachers cited that with effective supervision of curriculum implementation foster good relationship among teachers and students thus motivated learners and teachers. Principals' effective supervision strategies on curriculum implementation foster the good relationships among principal, teachers and students' hence increase the productivity in learners that is improved students' achievements.

Majority of the principals and teachers 68(70.1%) stated that effective principal supervision strategies enhance proper use of teaching and learning resources thus, enhance prudent use of teaching and learning resources, this come as a result of principal being firm and having good management and supervision skills on teachers and students use of teaching and learning resources. More so, 60(61.9%) of principals and teachers indicated that there is holistic formation of learners upon embracing and instilling good attitudes expressed by principals on supervision of curriculum implementation. Majority of principals and teachers61(62.9%) further indicated that there is enhanced attainment of national set objectives through effective implementation of the curriculum.   .

It is therefore evident from the table that the study mean of 53.7 was high, showing greater influence on effective curriculum implementation with proper supervision of curriculum implementation by the principal. The standard deviation of 14.9 shows the influence of principals' supervision strategies on curriculum implementation to be +14.9 above the mean.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary, conclusion and recommendation of the study based on the study objectives. The study objectives includes: To assess the influence of principals' supervision strategies on teachers' use of professional records on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County, To find out the influence of principals' supervision strategies on use of teaching and learning resources on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County, To examine the influence of principals' supervision strategies on teaching staff on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County and to investigate the influence of principals' supervision strategies on co-curricular activities on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County.

5.2 Summary of the Findings

5.2.1 Supervision of Teachers' use of Professional Records

The researcher sought to find out the influence of principals' supervision strategies on teachers' use of professional records, the study established that professional records are important components of curriculum if properly supervised. Asked on the influence of professional records on curriculum implementation, majority of respondents agreed that principals' supervision strategies influenced curriculum implementation. 83.3% of principals, 82.3% of teachers and 63.3% class prefects agreed that supervision of teachers' use of professional records influenced curriculum implementation if effectively supervised as shown in table 4.3. However, majority 92.9% of teacher denied principals checking their lessons plans, 84.7% did not check records of work, while 77.6% did not check schemes of work, this is a clear indication that few principals supervises use of professional records, few

principals also agreed to have undertaken supervision and use of professional records, with majority of respondents denying supervising professional records. 91.7% of principal never find time to check teacher' lesson plans, whereas 58.3%, denied checking records of work further 66.7% of the principals did not admit checking schemes of work, the results are shown in table 4.2.

5.2.2 Supervision of Teaching and Learning Resources

Teaching and learning materials greatly influenced learning process. This study examined the influence of principals' supervision strategies on supervision of teaching and learning resources. Asked on the influence of teaching and learning resources on curriculum implementation, majority of respondents 75% of principals, 80% of teachers and 63.3% of class prefects agreed that principals' supervision strategies influenced curriculum implementation upon effective supervision as indicated in table 4.6. Teachers' and principals' responses on use and supervision of teaching and learning resources cited that most principals, 75% and 58.8% of them never find time to supervise maintenance of instructional materials, school infrastructure and facilities respectively. Whereas 87.1% of principals and 76.5% of teachers cited that principals did not supervise use of instructional resources and school infrastructure. 64.3% and 63.1% of class prefects admitted that principals did not supervise procured teaching and learning resources respectively as summarized in table 4.5.

5.2.3 Supervision of Teaching Staff

Teachers are determinant factor in curriculum implementation, their professional work should be supervised regularly, and principals' firm and humane leadership skill is handy for this to be a success. The study examined the influence of principals' supervision strategies on teaching staff. On the influence of teaching staff on curriculum implementation, majority of respondents 66.7% of principals, 74.1%, of teachers and 69% of class prefects agreed that effective principals' supervision strategies on teaching staff influenced curriculum implementation as indicated in table 4.8. The study found out that majority of the respondents' 75% of principals and 75.3% of teachers' indicated that principals never find time to supervise teachers' work. 58.3% of class prefects denied seeing principals supervising teachers work, the researcher further found out that most principals delegates supervision tasks to senior teachers without serious follow up, 66.7% of principals 78.8% of teachers noted that there was no serious follow up of delegated duties as shown in table 4.7.

5.2.4 Supervision of Co-curricular Activities

Student participation in co-curricular activities enhance creativity and talents, with proper supervision it influence curriculum implementation. This study investigated the influence of principals' supervision strategies on supervision of co-curricular activities the researcher found out that, majority of respondents 58.3% of principals, 61.2% of teachers and 51.2% of class prefects agreed that on proper supervision of co-curricular activities it greatly influenced curriculum implementation as summarised in table 4.10. However, responses on use and supervision of co-curricular activities indicated that majority 58.3% of principals, 78.8% of teachers 69.1% of class prefects disagreed on the fact that principals supervised co-curricular activities, in terms of maintenance and supervision of the facilities and equipment used in co-curricular activities 75% of principals, 72.9% of teachers and 67.9% of class prefects cited that principals did not supervise maintenance of facilities and equipment used in co-curricular activities as shown in table 4.9.

5.3 Conclusion

Based on the study findings, the study drew the following conclusion:

5.3.1: To assess the Influence of Principals' Supervision Strategies on Teachers' use of Professional records on Curriculum Implementation;

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.

5.3.2: To find out the Influence of Principals' Supervision Strategies on use of Teaching and Learning Resources on Curriculum Implementation;

In terms of supervising teaching and learning resources majority of respondents cited principals inadequacies in supervising use of these resources, only few principals find time to supervise use of teaching and learning resources. Teaching and learning resources in most schools were in dilapidating

state and inadequate negatively affecting curriculum implementation. The researcher further found out that effective principals' supervision of use of teaching and learning resources greatly influence curriculum implementation.

5.3.3: To examine the Influence of Principals' Supervision Strategies on Teaching Staff on Curriculum Implementation;

Considering principal supervision of teaching staff quite a good number of respondents cited that most principals delegated most administrative tasks without serious follow up on their implementations affecting curriculum implementation in a long run. There was huge teachers' deficit in the sub-county, leading to overstretching and overworking of the few that were present. The study found out that when teaching staff is well supervised, it greatly influenced curriculum implementation.

5.3.4: To investigate the Influence of Principals' Supervision Strategies on co-curricular activities on curriculum implementation;

 Co-curricular activities appeared to be poorly supervised since majority of principals did not correlate how co-curricular activities influenced curriculum implementation hence least supervised. Co-curricular records, equipment and facilities were not well maintained and most were in deplorable state hence cannot be used to achieve effective curriculum implementation, however if properly supervised it influenced curriculum implementation.

From the findings above it is clear that most principals' show inadequate supervision strategies in curriculum implementation. The study therefore, concluded that actual supervision of curriculum implementation is weak in West Pokot Sub-County this could be explained by the low grades attained by most learners in their KCSE results, only few candidates met the university entry of C+ and above, with effective principals' supervision strategies, curriculum implementation is greatly influenced leading to attainment of quality grades, improved social integration, creativity, innovativeness and hence provision of quality education among others. The inadequate principals' supervision strategies have greatly affected the performance in West Pokot Sub-County; in addition there is limited teaching and learning resources coupled with shortages in teaching staff, dilapidating infrastructure and facilities. In order to realize effective curriculum implementation principals are expected to develop strategies that are in tandem with the country's set guidelines on curriculum implementation.

5.4 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 make use of teaching and learning resources, keep up to date professional records, and assist learners to take part in co-curricular activities in nurturing their talents.

iv) There is need for the Ministry of Education to provide in-service proficiency courses regularly to principals on supervision and management of school resources and skills on how to lead staff in realisation of effective curriculum implementation.

v) The Ministry of Education through County Directors of Education and Quality Assurance Officers to enforce regulations on principals' supervision of quality teaching and effective curriculum implementation in all public secondary schools in the sub-county.

5.5 Suggestion for Further Research

Based on the finding of this study the researcher suggested further studies to be done on the following:

- This research was limited to public secondary schools; more comprehensive findings would be obtained if private secondary and public primary schools were included in the study.

- The researcher looked at the influence of principals supervision strategies in curriculum implementation, constraints faced by the principal in implementing curriculum was missing from the study which if included would have given greater insight as to why students in the sub county post poor results in the KCSE examinations.

- Other researchers can deal into a relationship between principals' supervision strategies and provision of quality education in other sub counties.

- Factors affecting curriculum implementation in private secondary schools in West Pokot Sub-County can be studied to establish whether similar findings on low grades would be replicated.

- A research on challenges principals face in curriculum implementation in private secondary schools in West Pokot Sub-County can be done by other researchers to enhance the finding of the current study.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER

Lokupo Francis

P.O.Box 337-30600

Kapenguria.

The Ministry of Education, Science and Technology

State Department of Basic Education

County Education office West Pokot County

P.o. Box 17,

Kapenguria.

Dear Sir/ Madam,

RE: DATA COLLECTION

I am a post graduate student at Kisii University carrying out research on "The influence of Principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County, Kenya." I kindly, request to be granted permission by your office to carry out research in all public secondary schools in West Pokot Sub-County. I look forward for your positive response. The study will purely be for academic purposes and not for any other purpose. Your views and opinions will be crucial to the success of this study.

Thank you.

Yours faithfully

Lokupo Francis

APPENDIX B: QUESTIONNAIRE FOR PRINCIPALS

My name is Lokupo Francis a post graduate student at Kisii University carrying out research on "The influence of Principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County, Kenya."

I will request kindly to get your views and opinion on the questions in the questionnaire. The information you share in this questionnaire will be used for academic purposes and it will be treated with utmost confidentiality. The researcher requests you to be truthful and honest.

Please tick on ( ) or write your responses on the lines where necessary.

SECTION A: Demographic information

1. How long have you been in this school as a principal 0-5 years ( )6- 10 years( ) 11- 15 years ( )   16 years and above( )

 2. Have you ever attended supervision and management courses /seminars Agree ( ) Disagree ( ).

SECTION B: Supervision of use of professional records

 3. Do you undertake teachers' lesson observation?   Agree ( ) Disagree ( )

4. Do you check prepared schemes of work?   Agree ( ) Disagree ( )

5. Do you check prepared lesson plans?   Agree ( ) Disagree ( )

6. Do you check records of work? Agree ( ) Disagree ( )

7. a) Do you supervise teachers' lesson attendance?   Agree ( ) Disagree ( )

 b) Do you walk around the school and or spare some time to get into classroom to check teachers' use of professional records? Agree ( )Disagree( )

8. Do you oversee teachers checking student notes? Agree (   ) Disagree (   )

9. Do you check staff teaching attendance in your school? Agree (   ) Disagree (   )

10. Do you think supervision of teachers' use of professional records influence curriculum implementation? Agree ( ) Disagree ( )

11. if agree, how does it influence……………………………………………………………………

12. How do you rate maintenance of teachers' use of professional records?

Good (   ) Fair   (   ) Poor (   )

13. Are there TSC and MOE brochures, policy documents, booklets on regulations and code of ethics and conduct for teachers in your school? Agree ( )Disagree( )

SECTION C: Supervision of teaching and learning resources

14. a) Do you supervise use of instructional materials?   Agree (   ) Disagree (   )

15. Do you supervise delivery of procured teaching and learning resources?

    Agree( )Disagree( )

16. Do you walk around the school to oversee the use of teaching and learning resources?

        Agree (   ) Disagree (   )

17. How would you rate the maintenance of teaching and learning materials in your school?
Good (   ) Fair   (   ) Poor (   )

18.a) Do think supervision of teaching and learning resources influence curriculum implementation?
Agree (   ) Disagree (   )

b) If agreed in (a) above, suggest ways in which it does…………………………………….

Section D: Supervision of teaching staff

20. a) Do you visit classes to oversee teaching in the classroom?   Agree ( ) Disagree ( )

b) Do you walk around the school and or spare some time to get into class room to supervise teachers work? Agree ( )Disagree( )

21. Do you strife to source for teachers from TSC offices and through BOM terms?

                   Agree (   ) Disagree (   )

22. How do you rate teachers' shortage in the school? Good ( )Fair ( )Poor( )

23.a) Do you delegate supervisory tasks to senior teachers?   Agree ( ) Disagree ( )

    b) If agreed, is there serious follow up on the delegation?   Agree (   ) Disagree (   )

24. a) Do you think supervision of teaching staff influence curriculum implementation?

      Agree (   ) Disagree ( )

b) If agreed in (a) above, suggest ways in which it does…………………………………….

SECTION E: Supervision of co-curricular activities

27. a) Do you supervise co-curricular activities? Agree ( ) Disagree (   )

    b) Do you supervise use of co-curricular facilities and equipment? Agree ( ) Disagree( )

    c) Do you encourage and facilitate students' participation in co-curricular activities?

Agree ( ) Disagree( )

28.a) Do you think supervision co-curricular activities influence curriculum implementation? Agree ( ) Disagree (   )

b) If agreed in (a) above, suggest ways in which it does…………………………………….

29. How do you rate maintenance of facilities and equipment used in co-curricular activities in the school?   Good (   ) Fair   (   ) Poor (   )

30. Do you walk around the school to oversee the running of co-curricular activities?

Agree( )Disagree( )

The End

Thank you

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

My name is Lokupo Francis a post graduate student at Kisii University carrying out research on "The influence of Principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County, Kenya."

I will request kindly to get your views and opinion on the questions in the questionnaire. The information you share in this questionnaire will be used for academic purposes and it will be treated with utmost confidentiality. The researcher requests you to be truthful and honest.

Please tick on ( ) or write your responses on the lines where necessary.

SECTION A: Demographic information

1. What is your age brackets 25-29 years ( ) 30-40 years ( ) 41-50 years ( ) 51 years and above ( )

2. Have you ever attended proficiency courses/seminars on curriculum implementation? Agree ( ) Disagree ( )

SECTION B: Supervision of professional records

3. Does the principal check prepared schemes of work in the school?   Agree (   ) Disagree (   )

4. Does the principal check prepared lesson plans?   Agree (   ) Disagree (   )

5. Do you think the principal check prepared records of work?   Agree (   ) Disagree (   )

6. a) Does the principal undertake lesson observation?   Agree (   ) Disagree (   )

b) Do you think principal supervise teachers checking learners notes?

        Agree ( )Disagree( )

7. Do the principal walk around the school to oversee teachers' use of professional records?

Agree (   ) Disagree (   )

8. a) Does the principal supervise lesson attendance?   Agree (   ) Disagree (   )

b) Does the principal check staff attendance Agree ( ) Disagree ( )

9. a)Does principal supervision of teachers' use of professional records influence curriculum implementation Agree( )Disagree( )

b) if agree, suggest ways on how principal supervision of professional records in your school influence curriculum implementation.

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10. How do you rate maintenance of professional records? Good ( )Fair( )Poor( )

 SECTION C: Supervision of teaching and learning resources

13. How would you rate maintenance of teaching and learning resources in your school?

Good (   ) Fair   (   ) Poor (   )

14. a) Does the principal supervise use of teaching and learning resources by walking around the school and or getting into the classroom? Agree ( ) Disagree ( )

b) Do principal supervise delivery of procured teaching and learning resources?

     Agree( )Disagree( )

15. Do the principal supervise school infrastructure and facilities?   Agree ( )   Disagree ( )

16. a) Do principal supervision of teaching and learning resources influence curriculum implementation? Agree( )Disagree( )

b) if agree, suggest ways on how principal supervision of teaching and learning resources influences curriculum implementation in your school.

Section D: Supervision of teaching staff

19. Does the principal supervise teachers' work?   Agree (   ) Disagree (   )

20. Do you think principal walk around the school or even get into classroom to supervise teaching? Agree (   ) Disagree(   )

21. Do you think principal struggle to source teachers from TSC offices and through BOM terms? Agree (   ) Disagree (   )

22. i) Do the principal delegate supervisory duties to senior teachers?   Agree ( ) Disagree ( )

 ii) Do you think the principal have time to follow up the delegated activities?

        Agree ( ) Disagree ( )

23. How do you rate teachers' shortage in your school?   Good ( ) Fair ( ) Average ( ) Poor ( )

24. a) Do principal supervision of teaching staff influence curriculum implementation?

        Agree (   ) Disagree (   )

b) If agreed in (a) above, suggest ways in which it does……………………………….

SECTION E: Supervision of co-curricular activities

25. a) Do principal supervise co-curricular activities?

       Agree ( ) Disagree ( )

  b) Does your principal supervise use of co-curricular facilities and equipment?

       Agree ( ) Disagree ( )

  c) Does your principal encourage and facilitate students' participation in co-curricular activities?

Agree ( ) Disagree ( )

25. a) Does the principal supervision of co-curricular activities influence curriculum implementation?

Agree ( ) Disagree ( )

26. b) if agree How does principal supervision of co-curricular activities influence students' curriculum implementation?

----

27. How do you rate maintenance of co-curricular facilities, equipment and records in your school. Good ( ) Fair ( ) Poor ( )

28. Do you think principal walk around the school to oversee the running of co-curricular activities? Agree ( )Disagree ( )

The end

Thank you

APPENDIX D: QUESTIONNAIRE FOR CLASS PREFECTS

My name is Lokupo Francis a post graduate student at Kisii University carrying out research on "The influence of Principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-County, West Pokot County, Kenya."

I will request kindly to get your views and opinion on the questions in the questionnaire. The information you share in this questionnaire will be used for academic purposes and it will be treated with utmost confidentiality. The researcher requests you to be truthful and honest.

Please tick on ( ) or write your responses on the lines where necessary.

SECTION A: Demographic information

1. Class of the participant. Form 1( ) Form 2 ( ) Form 3 ( ) Form 4 ( )

2. On your first appointment/selection were you given orientation on your role as a class prefect?

      Agree ( ) Disagree ( )

SECTION B: Supervision of professional records

3. Does the principal observe teachers teaching in the classroom?   Agree ( ) Disagree ( )

4. Does the principal supervise teachers' checking learners' notes? Agree ( ) Disagree ( )

5 a) Does the principal walk around the school or get into the classroom to supervise teachers' use of class official documents? Agree ( ) Disagree ( )

b) Do the principal supervision of teachers' use of class official document influence curriculum implementation? Agree ( ) Disagree ( )

6. Does the principal monitor lesson attendance among the learners and students?

Agree ( ) Disagree ( )

7. How do you rate maintenance of class official documents. Good ( ) Fair( )poor ( )

Section C: Supervision of Teaching and learning Resources

8. Do principal walk around the school to oversee the use of teaching and learning resources?   Agree ( ) Disagree ( )

9. a) Does your principal supervise construction of school buildings and learning facilities?

     Agree (   ) Disagree (   )

b) Do principal check when stationeries/text books are delivered? Agree ( )Disagree ( )

10. How do your rate maintenance of course books in the school? Good   ( ) Fair (   ) Poor (   )

11. Do principal supervision of teaching and learning resources influence students' academic performance? Agree ( ) Disagree ( )

Section D: Supervision of teaching staff

12. Do you think the principal supervises work done by teachers? Agree (   ) Disagree. (   )

13. How do you rate shortage of teachers in your school? Good ( ) fair ( ) Poor( )

14. Have you ever seen another teacher performing the tasks of the principals in his/her absence?

   Agree ( ) Disagree ( )

15. Have you ever seen the principals visiting the class to oversee a teacher teaching in the classroom? Agree ( ) Disagree ( )

16. Do you think principal supervision of teachers' work influence students' academic performance?

Agree ( ) Disagree ( )

17. Are there many new teachers posted in your school? Agree ( )Disagree( )

Section E: Supervision of Co-curricular activities

18. Do you think the principal supervises co-curricular activities?   Agree (   ) Disagree (   )

19. Does your principal supervise use of co-curricular facilities and equipment? Agree ( )
Disagree ( )

20. Does the principal support students' participation in co-curricular activities in any competition?
Agree ( ) Disagree ( )

21. Do principal supervision of co-curricular activities influence students' academic performance?
Agree ( ) Disagree ( )

22. Have you ever seen the principal walk around the school in order to oversee the running of the co-
curricular activities?   Agree ( ) Disagree ( )

23. How do you rate the maintenance of co-curricular equipment, record and facilities? Good ( ) Fair (
) Average ( ) Poor ( )

The End

Thank you

APPENDIX E: DOCUMENT ANALYSIS GUIDE

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

APPENDIX F: LETTER OF AUTHORIZATION

KISII   **UNIVERSITY**

Telephone 05830826   PO BOX 408-40200

Facsimile 05831140   KISII

FACULTY OF EDUCATION & HUMAN RESOURCES DEVELOPMENT

MEMO

TO: Director School of post graduate studies

FROM: Dean FEDHURED

DATE: 20TH June, 2019

REF: KSU/FEDU/GEN/021/20219

RE: FORWARDING PROPOSAL FOR LOKUPO FRANCIS EM17/04191/15

The above referenced masters student of the given registration number has completed making all the corrections suggested during the defense at the Faculty. The supervisors have assessed the document with satisfaction as proved by their appended signatures.

The purpose of this memo is to forward the candidate to your office for facilitation towards data collection from the field.

Thank you for your continued support

Dr.Enock Obuba,PhD.

DEAN SEDHURED

APPENDIX G: RESEARCH PERMIT-NACOSTI

RESEARCH LICENSE

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No:**782117**

Date of Issue: **28/March/2020**

This is to Certify that Mr.. LOKUPO FRANCIS of Kisii University, has been licensed to conduct research in Westpokot on the topic: INFLUENCE OF PRINCIPALS' SUPERVISION STRATEGIES ON CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN WEST POKOT SUB-COUNTY, KENYA for the period ending : 28/March/2021.

License No:**NACOSTI/P/20/4478**

782117

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

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APPENDIX H: RESEARCH PERMIT-WEST POKOT COUNTY COMMISSIONER

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegrams: "**DISTRICTER**"
COUNTY COMMISSIONER
Telephone
Email: ccwestpokot@gmail.com

County Commissioner
West Pokot County,
P.O BOX 1-30600,
KAPENGURIA.

REF: OOP.CC.ADM.15/14 VOL.II/12

5th August, 2020

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
LOKUPO FRANCIS -NACOSTI/P/20/4478

Reference is made to the Director General National Commission for Science, Technology & Innovation Ref. No.782117 of 28th March, 2020 on the above subject.

This is to inform you that the above named person is a student at Kisii University of has been duly authorized to carry out research on *Influence of Principals' supervision strategies on curriculum implementation in public secondary schools in West Pokot Sub-County, Kenya for the period ending: 28th March 2021.*

The purpose of this letter therefore, is to request you to accord him your cooperation, guidance and necessary assistance he may require during his tour of research.

(APPOLO O. OKELLO)
COUNTY COMMISSIONER
WEST POKOT COUNTY

CC   County Director of Education
West Pokot County

APPENDIX I: PLAGIARISM REPORT SUMMARY

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

ORIGINALITY REPORT

15%	13%	1%	9%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Kisii University Student Paper	3%
2	Submitted to Kenyatta University Student Paper	2%
3	Submitted to Mount Kenya University Student Paper	2%
4	erepository.uonbi.ac.ke Internet Source	1%
5	repository.seku.ac.ke Internet Source	1%
6	ijrrjournal.com Internet Source	1%
7	ir.cuea.edu Internet Source	1%
8	pdfs.semanticscholar.org Internet Source	1%

<1 %

21	Submitted to University of Nairobi Student Paper	<1 %
22	Submitted to Eiffel Corporation Student Paper	<1 %
23	informationcradle.com Internet Source	<1 %
24	wiki2.org Internet Source	<1 %
25	hdl.handle.net Internet Source	<1 %
26	"Innovations in E-learning, Instruction Technology, Assessment, and Engineering Education", Springer Science and Business Media LLC, 2007 Publication	<1 %
27	lled500.trubox.ca Internet Source	<1 %
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Student Paper

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Student Paper

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40 Osayamen S. Imhangbe, Imoroa Oladele Victor,
R. I. Osarenren-Osaghae. "Teachers'
Classroom Job Performance: How Teachers'
Tasks Impact Their Classroom Job Performance

<1%

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APPENDIX J: MAP OF WEST POKOT SUB-COUNTY