SUPERVISORY ROLE OF PRINCIPALS IN ENHANCING TEACHERS’ PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS IN KITUI WEST DISTRICT, KENYA

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THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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DECLARATION

I, the undersigned declare that this thesis is my original work and the fruit of hard work, research and personal reflection. This thesis to the best of my knowledge has not been presented to any college or university for academic credit. All the information obtained from other sources has been acknowledged.

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I dedicate this piece of work to all school principals in Kenya who through their supervisory role facilitate the professional development of their teachers to enable them respond to the evolving educational system.
ABSTRACT

This study investigated the Supervisory role of Principals in enhancing Teachers’ Professional Development in Secondary schools in Kitui West district, Kenya. The study was guided by the following research questions: What are the supervisory skills needed by the principals in supervision of teachers in Kitui West District? What supervisory activities do Principals carry out to enhance teachers’ professional development? Which professional development programmes are available for teachers in Kitui West district? What are the challenges faced by principals in professional development of teachers in Kitui West district? What are the possible solutions to the challenges faced by principals in professional development of teachers? The study employed both descriptive survey and phenomenology research designs. Stratified random sampling and purposive sampling were used to select the participating schools. The study targeted 30 Principals, 237 Teachers and 5 District Education Personnel in Kitui West district. Information was obtained from the respondents through the use of questionnaires, interview guide and document analysis guide. Quantitative data collected were analyzed using descriptive statistics such as frequencies and percentage with the help of SPSS computer programme, while qualitative data were summarized in themes based on research questions and presented in narrative form and direct quote from participants. Findings revealed that some principals needed to acquire further skills in supervision of teachers. It was also found that supervisory activities such as checking of teachers’ records, classroom visits and team teaching were often delegated to HoDs and Subject heads. The role of the principals in supervision of teachers was limited. School-based workshops or seminars were rarely organized by principals while majority of principals relied solely on outside-school professional development programmes to enhance teachers’ capacity. The study also established that the most common hindrances to principals’ supervisory role included financial constraint, teachers’ negative attitude towards supervision, high workload on teachers, limited opportunities to attend professional development among others. The study therefore recommended that the MoE should allocate adequate funds towards teachers’ professional development programmes; MoE should organize regular seminars to improve principals’ supervisory skills and that the TSC should recruit more teachers to alleviate the challenge of understaffing among others.
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<tr>
<td>BoM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CEMASTEA</td>
<td>Centre for Mathematics and science education in Africa</td>
</tr>
<tr>
<td>CRT</td>
<td>Centre for Research and Training</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DQASO</td>
<td>District Quality Assurance and Standard Officer</td>
</tr>
<tr>
<td>FME</td>
<td>Federal Ministry of Education</td>
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<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>NATs</td>
<td>Newly Appointed Teachers</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening Mathematics and Science in Secondary Education</td>
</tr>
<tr>
<td>TIQET</td>
<td>Totally Integrated Quality Education and Technology</td>
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<td>TPD</td>
<td>Teachers’ Professional Development</td>
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<td>TSC</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Researchers have suggested that a number of factors contribute to the establishment of quality education in schools. For example, Digolo (2003) observes that the maintenance of factors such as curriculum, instructional materials, equipment, school management, teacher training and resources are some of the indicators of quality education. In order to support teaching and learning processes, Doharly (1993) explains that the head teacher should ensure quality curricular supervision and provision of adequate physical resources. This is necessary to ensure that a well-balanced education is provided to learners. On the same point, Bound, Lyle, Mel and Gipsie (1994) suggest that the quality of principals’ role is a relevant indicator of quality schools, and therefore underscore the importance of head teachers in school administration.

The realization of quality education in school can be a result of multiple factors as already been elaborated by Digolo (2003), however, the aim of the current study was to investigate whether school principals in Kitui West ensured effective supervision of teachers through planning and organizing capacity building supervisory activities which is central to the improvement of quality education in school.

Kitui West district was formally part of Kitui district before its creation in the year 2009. Kitui West borders Matuu district and lower Yatta to the west, Matinyani to the south, Mwingi west to the east and Mwingi central to the north with a population of 63,742. The district is dominated by the Akamba people. It is semi-arid area. The vast majority of the economy is based on farming, despite the fact that agriculture is a challenge endeavour given the sporadic rainfall (Republic of Kenya, 2013).

Since the creation of Kitui West as a district, it has faced challenges of inadequate teachers’ supervision and limited teachers’ professional development opportunities. Some
teachers assumed teaching responsibility without having designed programme by the school for continuous retraining of these teachers. This situation posed a concern on the role of the principals as internal supervisors and further raised doubt about teachers’ relevance in the changing education system. This scenario brought to focus the urgent need for teachers’ professional development to cope with the changing reality of education system in Kenya. Professional development of teachers on continuous basis is important and the supervisory role of the principals in ensuring the development of teachers professionally is essentially inevitable.

1.1.1 Historical Perspective of Supervision

According to Okumbe (2007), the history of supervision can be traced back to early America Education System in the year 1642. Okumbe further notes that this history can be categorized into five stages as follows:

Administrative Inspection Period (1642-1875): During this period, supervision concentrated on such activities as appraising the general achievement of learners in subject matter, evaluating methods used by teachers in teaching, observing the general management of schools and conduct of learners and ascertaining whether money spent on education was wisely expended.

Supervision was conducted by laymen, clergy, school wardens, trustees, selected members of the community and citizens’ committee. The inspectors who were involved in inspection were more authoritative than executive. They were judgmental in their approach than guardians. Serious decisions were made based on what the inspectors endorsed. Hence, the relationship between the inspector and the teachers was unfriendly since it was mainly concerned with the management of schools and the fulfillment of the prescribed curricular needs than the improvement of teaching and learning strategies.

The Efficiency Orientation Period (1876 –1936): The focus of supervision was placed on assisting the teachers to improve their teaching effectiveness. This period saw the
replacement of lay people with educational professionals in supervisory activities. Supervisors started providing a friendly atmosphere and a warm interpersonal relationship for the supervised teacher.

The Co-operative group Effort Period (1937 – 1959): As towns and cities grew in size and the general increase in population, there was need for supervision of institutions. This period marked the establishment of the posts of superintendent of schools and special-area supervisors. The school superintendent was the chief executive of the school system and the special area supervisor was in-charge of special subjects being introduced in the school curriculum.

The Research Orientation Period (1960–1990): During this period, School administration and supervision were being studied with increasingly improved research procedures and professionally inspired figure.

The Diplomacy and Political Correctness Period (1990-present): This is an era where language has been used to improve human relations aspect in all spheres including economy, politics and business. The term inspection has been replaced by the term quality assurance and standards to remove the bad implication earlier associated with inspection as fault finding exercise.

Supervision and inspection in Sub-Saharan Africa have been emphasized by various governments with the aim of improving quality of education. The Nigerian National Policy on Education (2004) explains that supervision is an aspect which ensures quality and continuous monitoring of instruction and other educational services. Hence, it is the duty of the school administrators to supervise and monitor instruction regularly thereby reducing inequalities within the horizontal and the vertical instructional delivery system of the school.

The history of supervision in Kenya education system dates back to the early 1900, when the department of education was established by the colonial government (Sifuna and Otiende, 1992). During this period, leadership and control of schools were in the hands of the
colonial administration and supervision was seen as directing and judging the activity of teachers and the school administration.

The Beecher report (1949) recommends the creation of Board of Governors (BOGs) in secondary schools to manage and supervise the affairs of the school. The Binns report (1952) reiterates the significance of strict supervision in school system which will lead to attainment and realization of educational objectives.

Supervision in schools has been influenced by post-independence commissions such as the Ominde commission (Republic of Kenya, 1964). This commission was to make recommendations on reforming the colonial education and proposed one that would foster unity and create human resource for national development. The report of the commission emphasizes the importance of school supervision as a pre-requisite to ensuring quality education to the learners.

The National Committee on Education Objectives and Policies report recommends supervision as a means of attaining education objectives as well as a means to ensure quality instruction. The report highlights the need for expansion of teacher education as well as introduction of retraining of teachers for effective teaching and learning (Republic of Kenya, 1976).

The Koech Report on Totally Integrated Quality Education and Technology (TIQET) states that the heads of educational institutions are central to the management of educational institutions and implementation of the total curriculum. This report highlights further the role of the school principals as internal supervisors who sets the pace for school’s effective teaching and learning (Republic of Kenya, 1999).

The Kenya Education Act (2013) gives the Minister of Education the responsibility to appoint Quality Assurance and standards Officers (QASOs). This Act stresses that supervision can be done at any school without prior notice and the principal has to cooperate in this activity. It is certain that the school principals have a significant role to play in
schools’ supervision especially in ensuring that teachers’ development is given a priority because a teacher who is undeveloped will rarely maintain the professional standard required in teaching profession, hence the quality of his/her classroom teaching, students’ assessment and management will be poor. Thus, the principals need to ensure that teachers are effectively supervised in order to attain quality education in schools.

1.1.2 The Concept of Supervision

Several definitions have been assigned to supervision, but almost all of them focus on a common aim which is to improve teachers which may in turn improve student learning and the general quality of education. The purpose of supervision is to help teachers be aware of their teaching and its consequences for their learners (Glickman, Gordon and Ross-Gordon, 2004).

According to Musaazi (1982), supervision was initially described as inspection, but the term “supervision” has gradually taken over inspection. Musaazi posits that school supervision which began as inspection has been replaced by supervision. The early supervisors in the 19th century set strict requirements for their teachers and they visited classrooms to observe how closely the teachers complied with stipulated instructions; departure from these instructions was a cause for teachers’ dismissal.

According to Okumbe (2007) “supervision evolved from the realization that human beings accomplish very little alone, and that people do not accomplish much by simply belonging to a group where task is performed together. Hence, for the sustainability of any kind of group, there should be a common objective that the members are committed to. A direction is needed to channel the diverse and often disorganized efforts of individuals into a purposeful stream of productivity to attain the common goal” (p. 175). Further, Delano and Shah (2007) observe that supervision is a professional relationship that provides support and improves the practice of both teachers and supervisors. Thus, it is a vehicle that facilitates growth, maintenance of professional standards and quality services. Glickman, Gordon and
Ross-Gordon (2004) posit that effective supervision requires well trained personnel with knowledge, interpersonal skills, and technical skills who is prepared to provide the necessary and appropriate guidance and support to the teaching staff. According to them, these personal attributes are essential for the principals’ supervisory role to ensure direct assistance to teachers as well as their professional development.

On this note, Ngala (1997) explains that the head teachers need to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers’ use of voice variation and summary of major points at the end; teachers use teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Supervision is employed in the study as an activity carried out by the school principals towards the teachers to offer help and support in order to make teachers more effective in improving teaching and learning situation. The principal should therefore ensure that supervision activities are supportive to guarantee teachers’ professional development.

It is pertinent to note that the supervision of teachers on the whole is necessary to guarantee and instill professional standard in teaching profession. As such, principals should assist teachers through supervision to diagnose and remedy challenges that hinder teachers’ growth and provide effective guidance in promoting teachers’ professional abilities which meets the challenge of changing education system. It is on this note that the researcher was interested in investigating what supervisory role that principals play in enhancing teachers’ professional development in secondary schools in Kitui West district and whether secondary school teachers in Kitui West district benefited from the supervisory activities organized by the principals.

1.2 Statement of the Problem
Supervision of teachers is central to the improvement of quality education in school as well as ensuring that teachers are professionally developed. Supervision helps teachers to
keep abreast with the evolving technological changes, teaching methodology, classroom management among other changes inherent in education sector. Ensuring that teachers are supervised effectively is the role of the principal as an internal supervisor and internal quality assurance officer (Basic Education Act, 2013).

Teachers’ ability to deliver effectively today depends on their professional advancement. Yet sometimes, the principal whose role is to supervise and help teachers improve especially in the areas of their weaknesses are found not taking their supervisory duties serious because they lack the ability to nurture and provide the necessary strategies for professional development of teachers’ knowledge and skill in teaching career.

Kiilu (2011) conducted a study on the principals’ supervisory role in enhancing teachers’ job performance in Catholic sponsored schools in Machakos Diocese, Kenya. The purpose of the study was to establish if principals in Church sponsored secondary schools in Machakos carry out their supervisory role to enhance teachers’ performance. Findings reveal that there was ineffective supervision of teachers due to lack of competence on the part of the principals as well as the negative attitude of teachers towards supervision. The study recommended that the Ministry of Education (MoE) through the office of Catholic Education Secretary in Machakos diocese should ensure that training is offered to both teachers and principals.

Kiilu’s study was relevant to the current research because it focused on the supervisory role of the principals in enhancing teachers’ performance. However the study ignored teachers’ professional development programmes which play significant role in teachers’ development and performance. Another weakness of Kiilu’s study was that the study did not consider how supervisory activities of the principals can facilitate teachers’ professional development. Furthermore, Kitui West district has been facing challenges of inadequate supervision of teachers and limited opportunities for teachers’ professional development. As a matter of fact, it becomes difficult for teachers to operate effectively
within the changing education environment without the supervisory role of the principals. Therefore this study sought to investigate the principals’ role in enhancing teachers’ professional development in Kitui West district; whether teachers in Kitui West district benefit from the supervisory activities and development programmes organized by their principals.

1.3 Research Questions
The following research questions were adapted from the problems stated above in order to provide possible answers to the problem of this study:

i. What are the supervisory skills needed by the principals in supervision of teachers in Kitui West District?

ii. What supervisory activities are carried out by the Principals to enhance teachers’ professional development?

iii. Which professional development programmes are available for teachers in Kitui West district?

iv. What are the challenges faced by principals in enhancing teachers’ professional development in Kitui West district?

v. What are the possible solutions to the challenges faced by principals in enhancing teachers’ professional development?

1.4 Significance of the Study
This study was conducted to provide recommendations on teachers’ professional development in Kenya in general and in Kitui West District in particular:

The information obtained from the study would assist the Ministry of Education and its relevant organs like Kenya Education Management Institute (KEMI) to design appropriate induction courses for principals already in the field to equip them with relevant skills needed to supervise teachers.
This study would help curriculum developers to design effective curriculum on teachers’ professional development that will be used in Teacher Training Colleges (TTCs) to build and enhance the capacity of teachers and school principals.

This study will be of help to the school Principal and school management to be aware of the serious problems relating to teaching without improved skills and knowledge. The study would help principals as internal supervisors to take supervision activities serious by organizing regular classroom visits and seminars to ensure that teachers keep abreast with the evolving changes in technology and school curriculum.

This study can help teachers recognize and judiciously utilize opportunities availed for professional development programmes, for example, Information Communication Technology (ICT) courses in order to help them keep abreast with global changes affecting education.

1.5 Scope and Delimitation of the Study

According to Mugenda (2011), delimitations are “those characteristics of the study that limit its scope; the boundaries of a study are determined by the conscious exclusion or inclusion of certain decisions that are made throughout the development of the research” (p. 149). This study was delimited to the supervisory role of Principals in enhancing teachers’ professional development in secondary schools in Kitui West district.

The study focused on teachers’ supervision because it plays a central role in building teachers’ professional competence. The study was delimited to principals’ supervisory skills, principals’ supervisory activities, principals’ role in teachers’ professional development programmes in Kitui West district and the challenges faced by principals’ supervisory role in enhancing teachers’ professional development. The study was delimited to 30 secondary schools in Kitui West district. The study further delimited to teachers, principals, DEO and DQASO in Kitui West District.
The justification for the choice of Kitui West district for the study was that the district has faced challenges of inadequate teachers’ supervision and limited teachers’ professional development opportunities. Some teachers assumed teaching responsibility without adequate designed programme for continuous professional development. This situation poses a concern on the role of the principals as internal supervisors and further raises doubt about teachers’ relevance in the changing education system in Kenya.

1.6 Theoretical Framework

This study adopted Role theory because it provides the basis for principals’ supervisory role in enhancing teachers’ professional development. According to Nyongesa (2007), role theory was developed in the year 1957 from the contribution of Getzels Jacob and Guba Egon who conceived of an organization as a social system where individuals define their roles, the role of others and establish the expectations for each role. Hindin (2007) notes that role theory is designed to explain how individuals who occupy particular positions are expected to behave and how they expect others to behave. It therefore focuses on the roles people play in their respective positions of responsibility and the expectations people have about the roles that leader and workers undertake to attain organizational goals.

According to Katz and Kahn (1978), role theory is underpinned by four basic assumptions: the first assumption asserts that individuals will accept a role that is conferred upon them as they accept an employment position from their employer. The second assumption is about role consensus which states that for organization to function optimally, there is need for consensus regarding the expectations of roles and the manner in which they interact. The third assumption relates to role compliance which states that each role has a set of behaviour that are well defined and consistently adhered to by employees. In the organizational context this compliance is underpinned by the job description that sets the objectives of each position and dictates the behaviour expected in each position to achieve
these objectives (Jackson and Schuler, 1992). The fourth assumption relates to the role conflict which states that conflict will arise when role expectations embedded in one role conflict with the expectations associated with another role.

Betts (2000) observes that sometimes there is a possibility for conflict to arise when people in an organization disagree with the role they have been assigned. Conflict can result when teachers have differing expectations from the principal. Conflict can also emerge when teachers feel they are professionally inadequate and unable to align their teaching approach with the evolving instructional methodology which encourages more learners’ participation in teaching-learning process than teacher-centred approach.

Whatever situations of conflict the teachers may find themselves, the role of the principal is to ensure that teachers’ supervision and development are given a priority. Role theory was important to this study as it focused on the role leaders (school principals) play in relation to their workers (teachers) as well as the role workers (teachers) assume in the achievement of their personal and institutional goals.

**Strengths of Role Theory**

According to Betts (2000), role theory sets a standard for what is expected of the school principal towards the teachers in the school; as well as the expectations of principals from the teachers. This standard can be the basis for performance appraisal. The principals and the teachers can be evaluated based on their role in planning, organizing or coordinating supervision and professional development activities for teachers’ growth.

Role theory can guide the principals to design tasks for teachers. This means defining roles in terms of activities – what each teacher (class teacher, subject heads or Head of Departments) should do to realize the overall school performance. The principals will then supervise the teachers to ensure that they complete the tasks. Role theory can facilitate efficiency on the part of the school principal by ensuring that every person does his/her work according to the specified role.
Weaknesses of Role Theory

When responsibilities are not properly defined, specified and understood by teachers, there may be a tendency of failing to carry out one’s responsibility or occupying a position that one does not really contribute to the growth of the school (Betts, 2000).

There is a tendency of rigidity on the part of the principal in following routine activities specified in his/her role, thereby neglecting to involve teachers through delegation of supervisory role to top administrators in the school like the deputy principal and the Head of departments (HoDs). Supervision of teachers by the principals can become mechanical activity that is carried out to fulfill the Ministry of Education prescription. Such attitude or tendency contravenes the purpose of teachers’ supervision which should be a pathway to their professional growth.

Application of Role Theory in the Study

In this study the person whose role is to supervise other staff in the context of secondary school is the principal who is appointed by the Teachers’ Service Commission (TSC) in Kenya to manage and administer a particular school. The Basic Education Act (2013) defines the role of the principal as internal supervisor and internal quality assurance officer. The roles of the principal as defined in Basic Education Act constitute but not limited to the following: supervision of teachers; planning and executing professional development activities such as workshop on teaching methodology or setting of standardized test; delegation and involvement of teachers in school co-curricular activities; provision of relevant instructional materials and regular appraisal of teachers’ performance vis a vis standard of expectations from the school, parents and students.

The principal has the responsibility to facilitate and ensure through supervisory activities the professional growth of teachers who are under his/her authority. The principal must also bear in mind that teachers are the most important resource of an educational institution as they play a key role in the overall human resource development in their
respective schools. The teachers must be respected, listened to and guided through the challenges inevitable in the classroom sessions. The principal should also ensure that teachers are involved in their professional development activity because the success or failure in performance of any institution depends on the extent to which the school principals provide and facilitate opportunities for advancement of teachers by encouraging, motivating and supporting them in their area of specialization.

The principals’ supervisory role can be exercised through delegated responsibility to the deputy principal, heads of department or subject heads when there is clearly defined delegation mechanism in place. When principals delegate their supervisory duties to competent teachers, such process becomes a developmental activity because it encourages team work among teachers in the school.

According to Bakhda (2010), delegation is an essential part of supervision because “one person cannot do everything by him/herself, therefore effective school principal sets policies and delegates work to members of staff and ensure that delegated tasks are supervised” (p. 37). Delegation of responsibility is to ensure effective supervision of teachers when principals are not readily available or occupied with other complex work of school administration. Appropriate delegation is vital to ensure teachers’ development.

Okumbe (2001) observes that “although role expectations for each position are different, it is important to note that roles are complementary or interdependent. This is because each role derives its meaning from other related roles in the organization” (p. 7). While the school principals have a crucial role to supervise teachers and facilitate their professional development, the teachers equally have a role to initiate their own professional development by seeking out opportunities through collegial supervision, or involvement in planning and participating in seminars and workshops. Whether the school principals in Kitui West district carry out their role as defined in Basic Education Act (2013) in ensuring
sustained professional growth of teachers through supervision was the focus of the study that needed to be validated.

However, despite the weakness of this theory, role theory was relevant to the current study which sought to investigate the supervisory role of principals in enhancing teachers’ professional development. Principals by virtue of their position as school chief executives and internal supervisors assume leading role in the professional development of teachers through their supervisory activities as Glickman et al (2004) note that behind every successful school, there is an effective supervision programme. For this programme to be successful the principals cannot do it alone, they must work with and through others. The crucial role played by principals in identifying, planning, organizing, communicating and encouraging teachers to participate effectively in professional development activities was a sure way to the realization of teachers’ professional growth and development.

1.7 Conceptual Framework

This study was based on the concept that supervisory role of principals is significant in enhancing teachers’ professional development. The conceptual framework focused on the ‘supervisory role of principals’ which was the central independent variable and teachers’ professional development as the dependent variable.
Figure 1.1 Diagrammatic representation of supervisory role of principals in enhancing teachers’ professional development

The supervisory role of the principals is made effective through the supervisory skills that principals acquire for supervision of teachers. It is through the acquisition of such skills like technical skill which enables the principals to understand their role as supervisors and through their expertise guide teachers to the realization of personal professional growth; human relation skill motivates the principals to support, care, express genuine concern and foster healthy relationship among staff with the aim of gaining their trust and respect in the supervision exercise; evaluation skill guides the principals to offer unbiased appraisal of teachers’ work performance with the aim of identifying and providing solutions to common classroom problems and communication skill which allows the principals to effectively
inform and involve teachers in planning professional development programmes such as workshops and seminars with the aim of helping teachers to be competent in managing changes inherent in teaching-learning sessions.

The acquisition of these skills allow the principals to effectively engage in teacher’s supervisory activities such as classroom visits, checking of teachers’ professional records such as scheme of work, lesson plan, lesson note; as well as planning, organizing and coordinating induction activity for newly posted teachers, seminars and workshops for effective teaching methodology and classroom management among others.

These supervisory activities and capacity building programmes are important components that facilitate professional development of teachers. The resultant effect of effective supervision of teachers is the improvement of quality teaching, professional growth and teachers’ relevance to the evolving education system.

However, without acquiring these supervisory skills, the principals will be ineffective in their role in ensuring that teachers are professionally developed through regular provision of supervisory activities. Therefore, the principals’ supervisory role in the conceptual model is manifested in their responsibilities and duties towards the teachers. This conceptual model is useful to the current study because it is based on the premise that teachers’ professional development is dependent on the supervisory role of the school principals.

1.8 Operational Definition of Key Terms
Principal: He/She is the head of a secondary school, entrusted with the overall supervision of the school; he/she is responsible for teachers’ professional development.

Professional development: It is a holistic process of equipping teachers with competence, skills, knowledge and right attitude that will lead to work efficiency.

Role: This refers to the administrative and managerial responsibilities that the principal has towards the growth of his/her teachers.
**Secondary school**: Educational institution that operates to provide formal instruction to young people within four years duration in the context of Kenya.

**Supervision**: It refers to an activity which the school principals carry out towards their teachers to offer specialized help and support in order to make teachers more effective in improving teaching and learning situation.

**Teacher**: A person who educates and manages all associated teaching activities in secondary schools; and who is under direct supervision of the school principal.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents a review of related literature on supervisory role of principals in enhancing teachers’ professional development. The review of relevant literature focused on the following salient themes: supervision skills needed by the principals, principals’ supervisory activities; professional development programmes, and challenges faced by principals’ supervisory role in enhancing Teachers’ Professional Development.

2.1 Supervisory Skills needed by the Principals in Teachers’ Supervision

Kitavi (2005) notes that in education, the term supervision is used to describe those activities which are primarily directed towards improvement of conditions surrounding the growth of both pupils and teachers; therefore, the role of the supervisor is to improve, stimulate, coordinate and make teachers self-directed and cooperative toward personal and institutional goal achievement.

According to Kalai (2007), secondary schools head teachers are key to successful management of their schools. Kalai observes that principals of secondary schools in Kenya are appointed from serving teachers, most of whom had no prior training or skills in educational administration or supervisory management. Apparent lack of supervisory training adversely affects effective management of schools. In view of this, Lunenburg (2010) asserts that in order to provide effective supervisory service, supervisors must acquire three basic skills, namely, conceptual skills, technical skills and human relation skills:
2.1.1 Conceptual Skill

According to Lunenburg (2010), it is the ability to acquire, analyze and interpret information received from various sources and to make complex decisions that help in achieving the school’s goals in a logical manner.

Conceptual skill allows the principals to think through and work with ideas. Supervisors or school principals with conceptual skills are good at thinking through the ideas that form an organization and its vision for the future, expressing these ideas in verbal and written forms, and understanding the principles underlying their organization’s effectiveness. These leaders are comfortable asking “what if” or hypothetical questions (Northouse, 2010). Sergiovanni (2009) argues that principals need to further develop their conceptual skills to think strategically, that is, to take a broad long term view especially in the area of Teachers’ Professional Development. This will enable principals to see what goes on in their work environment and help teachers to act appropriately and reflectively to situations as they arise.

2.1.2 Technical Skill

According to Betts (2000), technical skill is the “capability to apply knowledge, experience, techniques and methods to perform specific tasks with the aid of appropriate machines and equipment” (p.12). Technical skill is concerned with understanding and being able to perform specific tasks and processes, practices and techniques required of specific jobs in an institution effectively (Locke, 2010). It is about understanding the skills needed to advance the organization, whether it is ICT or financial management.

Although the principals may not be required to have all technical answers to problems but they need to have knowledge about their supervisory role in school. Principals need to understand the behaviour needed to perform the job and master the skills involved in performing their role especially in the supervision of teachers.
2.1.3 Human Relation Skill

Human relation skill is the ability to motivate, inspire, guide and bring people together and develop them into effective work force as well as improve the wellbeing of individuals and working groups so as to make the best contribution to the success of the school (Lunenburg, 2010). According to Okumbe (2007), “it is the ability to understand the teachers and to interact effectively with them” (p. 183). This involves being concerned about teachers and their problems, giving full consideration to their ideas and suggestions, creating the type of staff meeting in which each teacher has an opportunity to make his/her opinion known as encouraging socializing activities that build cordial environment.

It is important for head teachers to maintain and strengthen interpersonal relations. This can be through listening to teachers when they have emotional difficulty in their personal life and striving to understand them so as to avoid applying general rule that may not be applicable to every teacher in every situation.

2.1.4 Evaluation Skill

This is another crucial skill needed by the principals in his/her supervisory function. Northouse (2010) explains that evaluation skill in education involves the ability to define goals and establish standards by which to judge the amount of change already taken place; making judgment about the worth and value of change.

The school principal should establish a standard of appraisal to review teachers’ performance in the light of their task as well as the context in which teachers are working. Without principals’ skill of evaluation, most teachers will be forced to rely on guess work rather than on systematic evidence of teaching-learning situation. The head teachers should assist each teacher to form a self-rating check which has a set of criteria by which they can judge their work. The teachers should evaluate themselves to know the progress they are making and which procedures decreases or increases their effectiveness (Sergiovanni and Starrat, 2006).
2.1.5 Communication Skill

Communication according to Mbiti (2007) “is a way of letting people (Staff, Parents, Learners, Community, and educational offices) know what is taking place and when such an activity is taking place. It is the lifeblood of an institution such that without communication it is impossible to run any of the activities in an organization” (p. 32). The principal’s role is to establish a sound information network that keep teachers and other educational stakeholders informed about the progress and challenges the school is experiencing.

The principals should be able to communicate their ideas and intentions about organized professional development programmes to teachers who are the beneficiaries of such programme. Through effective communication system in school, teachers will be able to express themselves to the principals about their job assignments, working conditions and concerns regarding their professional growth. A two-way communication system is fundamental for both the principals and the teachers in order to enhance teachers’ growth and effectiveness.

The principal must ensure effective two-way communication channel which allows feedback to and fro the staff. Communication should be considered the basic necessity for any supervisory activity as it is the only way for school principals to lead the staff towards the achievement of their aspirations. The ability of the principal to communicate effectively is one of the powerful strategies to ensure participation of the teachers in supervisory activities.

Therefore, it would be through these skills that principals acquire the competence of carrying out their roles effectively towards the development of the teachers. According to Ubben, Hughes, and Norries (2001) the following are the major role the principals can perform in relation to the development of teachers in school:

Needs assessment of the school: This is the first step which the principal as an internal supervisor needs to undertake in order to plan meaningfully and carefully before venturing into any form of teachers’ supervision activities. He/she needs to assess the areas where there
is need for growth and development and then plan on how to improve these areas. The teachers should be involved from this initial stage of assessment of need for development since they are the primary beneficiaries. For example, a need can be identified as new teaching method using ICT.

Programme design, development and evaluation: Another role of the head teacher is to design an appropriate programme to suit the need already established. Here, the programme will address such questions like: what learning will be needed? What changes in behaviour and performance are expected from the learning? Will the learning be long-term or short-term? What is the economic cost-benefit of the projected solution? Who will participate in the programme?

Training and development: After designing the programme, the principal organizes training and development activity in form of induction, seminar, internal workshop or outside school workshop for the teachers to acquire the needed and necessary knowledge, competencies and learn positive attitude that improve performance at work. It is equally the responsibility of the principal to bring about school development through the professional development of teachers by improving team work, quality work life for all staff members, encouraging and allowing participative management, job enrichment and job redesign when necessary.

Teachers’ career development: The principal also has a role in motivating and encouraging the teachers to embark on personal career development either by going for part-time college training to advance in their career or by attending some important workshops when necessary. It is on this basis that Kamunge report (1988) recognizes the important role of the head teacher when it recommended the training of the head teachers as the first line of inspectors of their schools. It identifies management as one of the underlying causes of current shortcomings in education and suggested that sound management of learning institutions was a prerequisite to efficient and effective utilization of resources in an effort to
establish and maintain quality education. The head teacher is the one person in a school who oversees the entire programme.

Contributing to the role of principals, Bakhda (2010) asserts that the school principal is “the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school be it academic or administrative” (p. 34). The head teacher must be at the forefront of school administration to ensure that the school is effectively animated for its objectives to be realized.

Provision of instructional material is another role of the principals. A study was conducted by Mobisa (2003) on the use of resources in secondary schools in Kenya. The purpose of the study was to examine the role of school heads in utilization of school resources. Findings revealed that for one to achieve quality education there was need to use properly designed teaching-learning resources. These resources reduce the length of time required for instruction since learners are able to do self-study along classroom instruction. Therefore, supervision is meant to facilitate the teaching work such as provision of necessary teaching and learning material to help teachers work effectively.

McNamara (2010) asserts that supervisory roles of head teachers will demand that the head teacher assigns responsibilities to heads of departments and other junior teachers with clear description of duties and with specified expected results. Unwillingness to delegate, rather than the inability or lack of skills is the main reason for not delegating especially among new or inexperienced managers and supervisors. Bennaars, Otiende and Boisvert (1994) warn that the head teacher who monopolizes all duties in the school is bound to find it difficult to effectively manage everything.

Duties should be assigned to staff members who have the ability and capacity to perform them well following the school principal’s instructions on what is to be done and the expected outcome. Besides saving time, this practice helps share in decision-making, ease the
head teacher’s tasks and enable him/her to devote more time to important issues affecting the school thereby making work more effective and efficient by involving other people.

As mentioned above, researchers share the belief that supervision is effective if the supervisor possesses and exhibits qualities and characteristics related to knowledge, interpersonal and technical skills. The importance of acquiring these skills cannot be left to chance. This informs the need to improve on the school principals’ supervisory skills to help enhance teachers’ development. Equally, the acquisition of skills like motivational skill, disciplinary skill and computer skill will help facilitate effective supervision of teachers in particular and adequate management of school in general. The researchers appear to be silent on how the acquisition of these skills can help principals enhance teachers’ professional development. And this study sought to investigate the supervisory role played by principals in facilitating teachers’ professional competence.

2.2 Principals’ Supervisory Activities
Supervisory activities can be considered as strategies employed by any institution to realize teachers’ professional competence. The school principals engage in a number of supervisory activities which include but not limited to the following: classroom visits, checking of teachers’ professional records, planning, organizing, and coordination of supervision activities (Ngunjiri, 2012).

2.2.1 Classroom visits
The aim of classroom visit is to encourage teachers to be keen on their work and by being able to detect problems in the course of supervision teachers are motivated to develop problem-solving skills (Ngunjiri, 2012). Griffins (1996) asserts that head teachers need to observe their teachers formally on a regular basis, make notes in the classroom and work with a clear commitment to discuss their observations with teachers promptly in order to provide for in-school professional development.
According to Fischer (2011), supervision of teachers through classroom visits may include: walk-through, informal class observations and formal class observation. For him, walk-through refers to an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. Informal visit is an announced visit lasting more than ten minutes. During such visit, the teacher’s practices are observed and documented. A formal visit is an announced visit lasting within an agreed upon amount of time. Afolabi and Loto (2008) note that formal visit consists of pre and post conference sessions where the supervisor and the teacher hold discussion on the lesson.

2.2.2 Checking of Teachers’ Professional Records

Record keeping is an important component in the running of the school. Teachers are required to make and maintain records such as the scheme of work, lesson plan, records of work, progress record book, attendance register among others (Ngunjiri, 2012). According to the Republic of Kenya (2004), a scheme of work is an action plan made by teachers as part of preparation to teach. It is a breakdown of the topics in the syllabus into teachable units. It shows what is to be taught at any particular time and the relevant learning activities for the lesson. It is therefore imperative on the school principal to check whether teachers adhered to the syllabus in terms of scope, depth appropriateness of learning resources and the learners’ intellectual level.

The lesson plan is an indication of teacher’s level of preparedness and his/her effort in gathering information relevant to the lesson. Afolabi and Loto (2008) note that supervision of the lesson plan should be based on the clarity and appropriateness of the learners’ behavioural objectives; appropriate selection of teaching-learning resources; appropriate selection of evaluation techniques to determine the achievement of objectives and the relevance of the lesson notes.

Attendance register is an official list of the learners which act as a legal evidence of learners’ absence or attendance. The school principal should ensure that attendance register is
marked as per Ministry of Education (MoE) regulations (Republic of Kenya, 2004). A record of work book is a book which shows accurate record of what has been covered and when it was covered. It assists the teachers when referring to what was taught and what teaching/learning strategies were applied. It is upon the principal to supervise the keeping, maintenance and updating of records of work on regular basis.

Progress report record shows individual learner’s progress on a weekly basis in all tasks given in any subject. This record helps teachers to monitor the progress of learners. According to Adikinyi (2007), learners should be given assignments and continuous assessment test as part of evaluation to help identify specific learning problems. The principals must ensure that these professional records are kept and updated as the need arises. An aspect of this study investigated whether principals in Kitui West district ensured through their supervisory role regular checking and endorsement of teachers’ professional records.

2.2.3 Induction of Teachers

Okumbe (2001) refers induction as placement. It is “the process of matching a teacher or educational personnel to both the content and context of the job when an employment offer has been made” (p. 78). Induction could be for a new staff, transferred staff or old staff, depending on the purpose of the programme. A study carried out by Dawo (2011) on the “key to quality teaching in Kenyan schools”, acknowledged that induction is a vital step in the professional growth and development of a teacher because it acts as a bridge between pre-service training and the actual teaching job. Induction therefore helps Newly Appointed Teachers (NATs) to quickly adjust to the academic, social, and sometimes political environment in the new job with the guidance of the more experienced mentors. Dawo went further to say that induction of NATs was more crucial considering that in Kenya, immediacy of post-training employment was not always guaranteed.

Wanzare (2007) explains that the need for induction is obvious especially as teachers at work-place face challenges such as work over-load, inadequate professional support,
culture shock and inadequate resources. The response to these challenges by the school principals through induction course can help boost teachers’ self-confidence and knowledge at their assigned teaching duties. Simatwa (2010) conducted a study on induction needs of beginning teachers in public primary schools in Kenya. The purpose of the study was to investigate induction needs of beginning teachers in public primary schools in Bungoma East and North districts. The findings of the study showed that beginning teachers should be inducted in the following areas: knowledge of school policies; how to adapt rapidly in new work environment, classroom management; operation of team work and time management. It was also found out that there was need to hold induction seminars regularly and enhance consultations and designation of experienced teachers as mentors to the beginning teachers.

Based on the findings of the study, it was concluded that induction needs of beginning teachers were many and needed to be addressed through seminars and mentoring sessions. The study recommended that experienced teachers should work as a team; mentors to have regular consultations and the MoE to restructure the school system to cater for individual needs of beginning teachers through effective induction programme.

Consequently, there is need for principals or the teacher who has been delegated for this role to assist teachers go through a well-designed induction programme. This will help the NATs to settle down on the job as smoothly as possible. Dawo (2011) observes that an induction programme should provide systematic and sustained assistance to the beginning teachers. Such programme of induction can only be properly formulated and achieved when the induction needs of beginning teachers are identified and met through the supervisory role of the principals. Thus, the school principals need to ensure that induction courses are designed to help retain teachers; stimulates their need for development and enable them to be integrated into the educational institution (Okumbe, 2001).
2.2.4 The Principal’s Role in Planning Teachers Development Programmes

According to Olembo, Wanga and Karagu (1992), “planning is a process of determining where to go and identifying the requirements of how to get there in the most effective manner” (p. 57). Planning is important because it provides teachers with a sense of purpose and direction. Planning outlines the kind of tasks needed to accomplish the schools’ overall goal. Without this direction, teachers and support staff would not know precisely how to use their time and energies efficiently and effectively.

The school principal has a vital role to plan for seminars and workshops on teaching methods, assessment of students or on test setting. These activities equip teachers with relevant knowledge and competence in their subject area. Planning by the school principals on supervisory activities becomes a basis for monitoring and evaluating teachers’ actual performance. That is, the initial planning stage becomes a benchmark or criteria against which to measure actual performance. Unless plans are formulated and implemented, there is relatively little value or basis for measuring the effectiveness of the school performance (Lunenburg and Ornstein, 2008).

The school principal must allocate time, finance and human resources for planning. He/she should incorporate teachers in the planning sessions and during the evaluation of plan. Planning for teachers’ professional programmes can either be short term or long term project which may involve regular workshop, seminars, distance education, or study leave among others. Olembo et al (1992) note that a well-planned programme of education can only be successful if effective supervision exists.

2.2.5 The principal’s Role in Organizing Teachers’ Supervision Activities

According to Okumbe (2007), organizing “involves division of work and assignment of duties for the achievement of educational objectives” (p. 179). The principals’ role will be to focus on identifying who will do what specific task, when the task should be done and what resources are available to accomplish the objective of teachers’ supervision which is for
professional development of teachers. The school principal can draw up a training programme roster and indicate the number of teachers that could participate in each programme when such is organized.

The principal should also detach him/herself from undue burden of irrelevant activities that add little or no value to the school by delegating duties as well as authority to make decisions to teachers capable of handling them. Supervisory leadership of the school principal is important in the selection and assignment of teachers to tasks that they can perform best.

2.2.6 The Principal’s Role in Coordination of Teachers’ School Activities

Coordination means “arranging the various activities of the organization in such a way that the whole process flows smoothly without delay, collision or friction. This is vital to school administration since all the school departments will be kept informed of what is going on ahead of time” (Mbiti, 2007, p.4). At the school level, the principal organizes the time table in such a way that collision and time wasting is avoided. For example, the head teacher must know in advance the required time for all the activities in the school. A school timetable can be arranged in such a way that different subjects are being taught in different classes by different teachers at the same time without conflict.

According to Barasa and Ngugi (2003), the main function of coordination is that of unifying the activities of the various components of the school community in order to attain the desirable objectives. The school head should ensure that teamwork among his/her staff is encouraged so that all the various school activities may be included in the timetable and the whole process may run smoothly. Coordinating activity is necessary to bring harmony between principal’s supervisory activities and the teachers who are to be supervised.

These administrative activities (classroom visit, checking of professional records, planning, organizing and coordination of supervision activities) are essentially important to facilitate and ensure teachers’ competence. The principals must pay attention to these
activities and ensure that these programmes are directed towards making teachers more relevant and effective in the teaching profession.

2.3 Principals’ Role in Teachers’ Professional Development Programmes

In a study conducted by Torff (2003) to compare three groups of teachers: the novices, experienced and expert teachers, the researcher discovered that while each category of teachers had unique needs in some areas, they all had common needs. The study therefore recommended that all teachers at whatever level will need continuous upgrading not only in areas of skill, knowledge and abilities, but through various forms of experiences and reflection on personal experience. On the same, Fullan (2001) explains that, teachers of today and tomorrow need to do much more learning on the job, or parallel with it, where they can constantly test out, refine, and get feedback on the improvements they make. This assertion puts an urgent call on principals to develop a proactive approach towards professional development of teachers.

In Central and Eastern European countries, teachers’ on-going education is done through recognized teacher preparation programmes in centralized training institutes. In Australia and Turkey, in-service training approach used in school is decentralized to schools’ levels. The Philippines Normal University runs its in-service courses in form of workshops and seminars. There is also long-term training aimed at enhancing professional growth of teachers. In North America, the early emphasis placed on subject area knowledge and teaching skills is now supplemented by additional concern for students’ guidance, assessment, children in special needs, school management and educational technologies (UNESCO, 1998). Diazz-Maggioli (2003) points out that professional development today is concerned with an on-going learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students as well as offering new opportunities for growth and development for teachers. Learning how to teach and
working to become an excellent teacher is a long term process that requires the development of practical and complex skills under the guidance and supervision of experts.

Odhiambo (2005) observes that over the years, teachers’ professional development in Kenyan secondary schools has been mainly short courses achieved through occasional one-day workshop or seminar in schools and by teachers through collegial training with the focus on improved professionalization of teaching, effective management of school, quality education provided for students, development of teachers as well as satisfying legitimate demand for accountability.

In support of Odhiambo, Lodiaga (1987) affirms that in-service training for teachers takes two forms: formal or informal. While formal training is often achieved through courses and seminars and may cover specialized tailored course of study or a selected learning agenda to achieve a specific goal. Formal training often follows a survey of the job requirement of the teacher and it can involve courses given either locally or taking part in outside conferences. Informal training on the other hand, includes conversation in the hallways and lunchrooms with other teachers, observing in peers’ classroom, results from supervisors or mentor’s visit and reading.

It is thus acknowledged that both government and parents expect teachers to perform better at their present levels of work; of paramount importance therefore, is the proper management of teachers, for its absence will inevitably lead to low productivity on the part of the teachers (Republic of Kenya, 1988). School principals are charged with the task of managing teachers among other human resources the school acquires.

The theory of human resource management from the contribution of DeCenzo, Robbins and Owens (1987) as cited in Ngala and Odebero (2010) affirms that proper management of staff invariably translates into enhanced productivity and effectiveness in performance. Staff development however, involves well-planned activities intended to enhance teachers’ productivity through the job training programmes. Well developed workers
(teachers included) are easier to maintain for the overall success of any organization. It is imperative that teachers are constantly developed among other management practices to increase their effectiveness as they face the reality and expectation of the teaching profession. Expected therefore, is proper management of staff development programmes by head teachers and other concerned education managers with a view to enhancing teachers’ effectiveness.

Given the thrust of this theory, the researcher posits that well developed teachers are better prepared to cope with current and emerging instructional challenges, technological advancement and new trends in classroom management compared to their less developed colleagues and thus, the principals play a central role towards the development of teachers through the involvement of teachers in supervisory activities and in professional development programmes such as school-based seminar and workshop.

2.3.1 Models of Professional Development

At the global context, Guskey (2000) groups various professional development models into seven which include: training, observation/assessment, involvement in a development project, study groups, inquiry, individually guided activities and mentoring. Ubben et al (2001) argue that “it is important for principals to understand these models and their applications to professional development of teachers and be able to appropriately apply the models to match individual teacher needs” (p. 192).

2.3.1.1 Teachers’ Training

Training involves sharing ideas and expertise through a variety of group-based activities. Training techniques include group presentation and discussion, workshops, seminars among others (Guskey, 2000). There should be a clear objective for organizing any teacher training programme. And in order to achieve the training objectives, there should be adequate collaboration between the principal and the teachers. Ubben et al (2001) emphasize that training sessions must be reinforced with follow-up activities to provide feedback.
According to Adeolu (2012), for organized training such as workshop to be effective, the principal must ensure that it is well planned and the participants are sufficiently informed of the purpose and what they have to bring to the workshop. An important advantage of a workshop is the exchange of knowledge among the participants. It should be encouraged as a means of improving teachers’ skills, competencies and enhancing their professional growth.

2.3.1.2 Observation/Assessment of Teachers

This model according to Guskey (2000) uses collegial observation and clinical supervision to provide teachers with feedback on their performance. Guskey notes that observation of teachers should focus on teachers’ growth, classroom management as well as quality instruction. Collegial supervision can occur where teachers come together to identify and have their common problems solved. These teachers share their expertise, learn from one another and take responsibility for their own professional development (Dolgoff, 2005).

The principal’s responsibility is to foster a school climate that encourages collegial supervision among teachers since it will help enhance teachers’ professional competence. For example, teachers of Geography in a school can meet and set goals so that they can work together for the improvement of students’ performance as they help one another. During the teaching process, they observe one another and see how the other is teaching and they can make recommendations on the way forward. Such activity to a greater extent leads to improvement of teachers in particular and the school in general.

Clinical observation according to Sergiovanni and Starrat (2006) takes its main data from the events in the classroom. Sergiovanni and Starratt reiterate that clinical observation of teachers be based on partnership between teacher and supervisor. Ubben et al (2001) identify five stages in clinical supervision as follows: the first of these is the pre-observation conference stage where meeting is held between the novice teacher and his/her supervisor. The aim is to establish rules and develop a plan for observation. The second stage is the actual observation. During this stage data are collected by the supervisor from the event in the
classroom. The third stage is analysis and strategy. The supervisor analyzes collected data and organizes it into an understandable format to present to the teacher. The fourth stage is post-observation conference. At this conference, the teacher looks at the data and with the assistance of the supervisor and draws conclusions from it. The fifth stage is post-observation conference analysis, in which the teacher and supervisor develop a plan of action for the next cycle of supervision.

The school principals in carrying out observation/assessment of teachers either by him/herself or through delegation should focus on guiding the teacher to develop the needed competence for both personal growth and the improvement of the school.

2.3.1.3 Teachers’ Involvement in a Developmental Programme

This is where teachers are brought together to develop or review a curriculum or design a programme for a school or plan strategies to improve teaching and solve classroom problems (Guskey, 2000). When teachers take part in these activities, “they acquire new knowledge or skills through reading, research and discussion” (ibid, p.24). Involvement in a programme such as reviewing of school curriculum, can offer teachers not only increase in their knowledge and skills but also equip them with the ability to work collaboratively in making decisions that will affect their growth. The school principals should ensure that opportunities where teachers can participate in programmes such as reviewing school curriculum or designing school programme are communicated to them.

2.3.1.4 Teachers’ Study Groups

This involves coming together of the school staff to find solution to common problems. “The groups could range from four to six members each and may be homogenous or heterogeneous. Although all groups focus on the same problem identified in the school, each group selects a different aspect of the problem on which to concentrate” (Guskey, 2000, p.25). At the end of each session, opportunities are provided for groups to share their findings and recommendations.
Study groups model of professional development bring focus and coherence to improvement efforts, especially if groups are carefully structured, well-trained and well supervised. It helps to reinforce the idea that schools are learning institutions for both teachers and students (Guskey, 2000).

2.3.1.5 Teachers’ Participation in Inquiry Activities

According to Ubben et al (2001), “inquiry may be either formal or informal process in which teachers individually or in small group formulate and research on questions of interest to them” (p. 194). Inquiry as a model of professional development is based on the notion that teachers do question their own practices and search for valid answers to their problems leading to the development of new understanding based on their discoveries. Guskey (2000) asserts that inquiry model helps teachers to be more systematic problem solvers and more thoughtful decision-makers.

2.3.1.6 Individually Guided Activities for Teachers

With this model according to Guskey (2000), “teachers determine their own individual professional development goals and then select activities that they believe will result in the achievement of the set goals” (p. 27). It is a belief that teachers are more motivated to learn when they initiate and plan their own learning activities.

In this situation, teachers take responsibility for their own professional growth and the role of the school principal is to facilitate, guide and support teachers to identify individual goals which are challenging and worthwhile. Teachers could be encouraged to embark on activities such as reading of professional journals and publication on area of interest, eLearning, as well as distant education. These activities inevitably will assist and support teachers to develop professionally.
2.3.1.7 Mentoring of Teachers

According to Betts (2000), mentoring is “a way of offering help and guidance for personal growth and career development” (p. 256). Umass (2003) argues that mentoring supervision is vital because it is a source of peer support and a framework for more effective professional preparation and academic leadership.

Mentoring can be done by the school principal, head of department, or teacher to teacher. The mentoring role of the principal is meant to offer support to teachers or students in adapting to school activities and responsibilities and coping with the demands of school work. It can help teachers to have smoother transition in their profession and enhance career advancement. For example, inducting newly appointed teachers by providing them with appropriate information about the school, psycho-social support such as encouragement, advice and feedback on performance helps to boost teachers’ confidence and personal fulfillment (ibid).

According to Guskey (2000), “the appropriateness of any particular model varies depending on the goals, content and context of implementation” (p. 29). There is need for developing teachers’ professional development programme that will combine two or more models for greater effectiveness. For example, the use of study groups might lead to a training programme that could be followed by series of inquiry exercise. Guskey reiterates that combining models in a thoughtful way can provide effective means of professional growth on the part of the teacher in particular and the school in general.

Whichever professional development model the school principal resort to, he/she should ensure that teachers are given opportunity to participate in the programme and also ensure that teachers are encouraged to utilize the opportunity provided.

2.4 Government Policies Regarding Teachers’ Professional Development

Sessional paper No. 1 of the Republic of Kenya (2005) identifies teachers as the most important resources in the teaching and learning process. It further recognizes that their
training and utilization requires critical consideration. In addition, the Kenya Education Sector Support Programme (KESSP, 2005) reports that, continuous improvement in the quality of education services should entail continuous skills upgrading for teachers. However, this has not been achieved due to lack of adequate opportunities to improve their skills beyond those acquired in the pre-service training in addition to inefficient utilization of teachers, centralized teacher management and continued interference in teacher management.

Therefore, according to KESSP (2005), quality secondary school graduates contribute to the improvement of quality of teachers required in the education sector as well as other sectors. The government is committed to improving and maintaining a well-educated and disciplined teaching force. This is through having the curriculum reviewed on regular basis to ensure relevance and harmonization and to ensure that ICT is incorporated in the training of teachers. Republic of Kenya (2004) also outlines four main purposes of teachers’ in-service education to include: to implement government approved innovations in Kenya schooling; to prepare teachers for assignments in new areas, for example, teaching physically challenged learners need great deal of competence on the part of the teacher; to provide opportunities for untrained teachers to become eligible for certification; to enable teachers to acquire new practices in curriculum and instruction in school administration and management.

Lodiaga (1987) observes that when designing in-service training, it should be noted that pre-service training alone is in-sufficient to prepare teachers for the challenges required for life-long teaching and learning that lie ahead in this rapidly changing society. Therefore, the principals must devise appropriate measures to address teachers’ training and development needs since the principals are directly responsible for the management of teachers in their schools.

2.4.1 Institutions and Programmes for Teachers’ Professional Development in Kenya

The rationale for upgrading the skills of serving teachers has been to address past weaknesses of practicing teachers by giving them skills beyond those acquired during their
pre-service training. Programmes in-line with the government policy framework for education, training and research are outlined in KESSP (2005) as follows:

2.4.1.1 Strengthening Mathematics and Science in Secondary Education (SMASSE) Programme

The SMASSE programme was implemented as an effort to realize quality education for Secondary Mathematics and Science. According to Waititu and Orado (2009) the SMASSE initiative was in response to students continued poor performance in the mathematics and sciences, despite a number of efforts that had been implemented to address some of the challenges facing the mathematics and science education. These efforts included providing schools with qualified mathematics and science teachers; improving remuneration and terms of service for mathematics and science teachers and providing schools with science equipment. This programme adopts in-service training of teachers to build and upgrade their capacity to teach effectively.

2.4.1.2 Kenya Education Management Institute (KEMI)

KEMI which was previously known as Kenya Education Staff Institute (KESI) is a body which offers in-service programme for education managers. It was established in 1981 under the legal notice No. 19 with the responsibility of developing managerial capacity in the Ministry of Education (Republic of Kenya, 1999). This was in response to declining provision of quality education caused by lack of administrative skills and managerial knowledge. Sessional paper No. 1 of 2005 stresses that the need to expand both the capacity and programmes of KESI is in order to provide in-service training for educational administrators. KEMI is a relevant institution for training teachers and school administrators because of its role in planning and organizing professional development programmes in form of workshop and seminar to keep teachers upgraded to meet the challenges of the time.
2.4.1.3 Kenya Institute of Special Education (KISE)

This is a semi-autonomous government agency of the Ministry of Education (MoE). It was established in the year 1986 (KISE, 2010). According to Silsil (2008) this institute offers in-service courses for field staff in special education. It equally runs training unit for the integration of physically challenged children into regular schools. Silsil further observes that KISE is an organization that deals with educational placement of physically challenged children, community education and teacher in-service education programmes on special needs of learners; that the Institute has the following core functions: conducts teacher training courses for teachers of children with special needs which will lead to the award of degrees, diplomas, certificates in all areas of special needs; prepares and conducts correspondence courses as well as in-service courses for personnel working in all fields of special needs education for the integration and inclusion of physically challenged children into regular schools.

2.4.1.4 Kenya Institute of Education (KIE)

This body was established in 1968 by the Education Act, Chapter 211 of the laws of Kenya (KIE, 2009). KIE’s role in relation to the professional development of teachers include but not limited to the following: organizing and conducting workshop training and orientation programmes for teachers and teacher trainers, curriculum implementers and preparation of syllabuses for example with those who are involved in carrying out experiments and trials of any new syllabuses and teaching materials; It conducts orientation programmes and upgrades the skills of field education officers and administrators to keep them informed of the developments that are taking place in the school and teachers’ college curriculum; It conducts in-service training of teachers and trainers on new curriculum and trends in education; KIE also offers curriculum based consultancy services in basic and tertiary education and training. For example, it conducts seminars on any syllabus and teaching materials for supervisors of schools, school principals and teacher trainers (KIE, 2009).
2.4.1.5 Teachers’ Service Commission (TSC)

According to Silsil (2008), Teachers’ Service Commission (TSC) was established in the year 1967 through an act of Parliament to provide services to teachers. Among the responsibilities of TSC include capacity building of teachers through teacher management functions such as registration, recruitment, deployment, remuneration, promotion and discipline. It compiles, publishes and amends the code of regulations for teachers as well as keeping under review the standards of education, teachers’ training and fitness appropriate to the teaching service (Silsil, 2008).

These Institutions and programmes are avenues which can facilitate the growth and professional development of teachers. School principals need to coordinate and encourage teachers to benefit from these programmes whenever they are organized. However, according to Njoroge and Thuo (2012) majority of professional development programmes have, on the whole, been found to be insufficient as they do not provide the teachers with opportunities to reflect on their own experiences as well as given them support in modifying their classroom practices. The assertion of Njoroge and Thuo could be confirmed through the findings of this study.

Mungai and Njoki (2012) observe that although professional development programmes are meant to enhance the capacity of teachers to effectively facilitate meaningful learning, they note that one of the main challenges facing Institutions and programmes offering development programmes to teachers is the ad hoc manner in which they are conducted such that training programmes are organized to address and offer short term solutions to problems facing teachers in their immediate environment. There is hardly a follow up training programmes to assess whether teachers have benefited from programmes attended.

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This situation necessitates the need for principals to be actively involved in planning and organizing either short-term or long-term development programmes for teachers in school to help fill in the inevitable gap that may be created when responsible institutions fail to organize these programmes.

2.5 Challenges faced by Supervisory Role of Principals in Enhancing Teachers’ Professional Development

The main purpose of supervision is to work collaboratively with teachers by providing them with the necessary assistance, guidance, and support to improve instruction. The following are challenges faced by principals as they carry out supervision of teachers:

2.5.1 Lack of Adequate Knowledge and Experience

Researchers have suggested that supervisors should possess some working knowledge and skills to enable them provide the necessary assistance, guidance and support services to teachers for improved classroom practices (Glickman et al, 2004; Holland, 2009). Holland believes that supervisors (principals) must offer evidence that they have the necessary knowledge and skills to make important decisions about supervision, and credentials in the form of degrees and diplomas are form of evidence. However, Holland acknowledges that credentials alone do not inspire trust. It is expected that principals have higher qualifications than their teachers, so that they will be able to provide them with the necessary guidance and support. A higher qualification like Master in Educational Administration is sufficient for persons in supervisory positions in secondary schools.

In a study conducted in Ghana by Oduro (2008) on “increased enrolment does not mean quality education”. The study found out that about 75% of the participants interviewed (head teachers) reported that they received little or no training in leadership and therefore, use trial and error techniques to address challenges they encountered in their leadership roles. He also found that 72% of the heads had some training in leadership and management, but lasted between one day or two days. This study did not mention supervision in relation to teachers’
professional development. The situation however is not totally different in Kitui West district. Onderi and Croll (2008) carried out a study on the in-service training needs in Gucha district of Kenya. The findings from the study revealed that head teachers lacked the expertise in planning and arranging professional development programmes; head teachers also lacked the cooperation from fellow teachers; unavailability of appropriate courses and lack of material resources to run in-service training for teachers.

2.5.2 Multi-tasks Role of the Principal

Another challenge to supervisory role of the principal is a situation where school principals by virtue of their position assume the role of administrators, financial managers and instructional supervisors. Such principals have relatively little time for supervision of teachers. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001). A study carried out by Bays (2001) in a rural public school district in the US found that, principals performed duties in the areas of management, administration and supervision. Bays observes that administrative and management issues took much of the principals’ time and energy and distracted them from providing constant direct supervision to teachers. Thus, combining administrative and supervisory duties was a serious challenge to supervision of teachers.

2.5.3 Teachers’ Attitudes and Supervisor’s Approach to Supervision

The way teachers react to supervision of instruction is another concern to supervisory practices. Some teachers see supervision as a tool used by principals to control and intimidate them. Ayse (2002) found in Turkish private primary schools that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study observe that the principals’ intrusive monitoring and physical presence changed the setting in the classrooms which resulted in false impressions. According to the teachers, there was always an element of stress and over-reaction on the part of teachers and students during classroom observations.
Bongoko and Otiende (1988) assert that teachers’ relationship with supervisors is more on the ground of fear of being victimized and possible losing of jobs than on the grounds of professional expertise. They observe further that most of the supervisors pay more attention to peripheries as procedural matters of teacher behaviour and appearance than on instructional activity. They note that many principals feel insecure in supervising some teachers for they are of the same academic standards as the teachers they are supposed to supervise. Therefore, they hardly address themselves to teachers and so this has created a sense of helplessness among many teachers. Also, the principals’ approach to supervision can create a challenge to supervision of teachers. Supervisors in Ayse (2002) study of Turkish private primary schools use controlling and intimidating approaches in their supervisory practices. The teachers in the study revealed that they lived in a state of fear and frustration of dismissal due to the system’s summative nature. This type of supervisory approach by principals can ruin teachers’ confidence and hinder appropriate support and guide that supervision exercise was meant to provide.

2.5.4 Inadequate Basic Instructional Materials

According to Enaigbe (2009), there can be no effective supervision of teachers without instructional materials. Experience has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. Mito and Simatwa (2012) conducted a study on challenges faced by newly appointed principals in the management of public secondary schools in Bondo district, Kenya: an analytical study. The purpose of the study was to find out challenges faced by newly appointed principals in the management of public secondary schools in Bondo District, Kenya. The study employed descriptive survey research design.

Findings of the study revealed that newly appointed principals in public secondary schools face challenges in the management of students, teachers, finances, support-staff, inadequate instructional materials and those that arise from parental involvement in school
activities. Lack of basic instructional materials which sometimes characterized some schools in Kenya challenges principals’ supervisory role in enhancing teachers’ professional development.

2.5.5 Lack of Time

According to Ogunu (2005), secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. Some principals give more time to correspondence with the MoE and its parastatals, community affairs, parents and a host of other visitors and in the process neglect their primary duty of overseeing the supervision of teachers and instruction in the schools. Some unscrupulous teachers easily exploit the principal’s neglect of supervision to engage in private businesses and personal jobs during official school hours.

These challenges faced by principals’ supervisory role in teachers’ supervision are not exhaustive. It is on this note that school principals must pay attention to strategic planning that incorporates teachers’ professional development as one of the major concerns that should be given prominence in the management of teachers in school.

2.6 Further empirical studies on supervisory role of principals in enhancing Teachers’ Professional Development

The principals play crucial role in enhancing Teachers’ Professional Development in schools through various supervisory activities planned and organized to ensure that teachers keep abreast with changes inherent in the education sector. A study conducted by Sailesh, Marohaini and Sathiamoorthy (2011) on the Instructional Supervision in Three Asian Countries: What Teachers and Principals Say. The main research objectives of the study were to examine the nature of supervision in the schools; to assess the perceptions of the experienced and inexperienced teachers regarding clinical supervision practiced by the supervisors and to examine the significance of teachers’ supervision.
The study used qualitative method involving questionnaire and interview. Hundred (100) teachers and twenty five (25) principals and other heads from three countries participated in this study. The findings revealed that instructional supervision was carried out to fulfill schools’ regulation. The teachers in this study argued that supervisors do not consider instructional supervision as a platform to develop teachers professionally. Instead it was done to punish, demoralize and insult teachers. The study recommended that supervision should be carried out continuously; the teachers should be involved in the process of supervision and the principals should involve the support of subject specialists and other heads for supervision.

Although this study was conducted in Asia, it was relevant to the current research because of its focus on principals’ instructional supervision role. The principals’ role in the study was in relation to effective delivery of instruction by teachers. The study however did not look at supervisory skills needed by the principals for effective teachers’ supervision. The study also ignored the role of the principals in enhancing teachers’ professional development through development programmes like organizing seminars and workshops for teachers. This left a gap which the present study sought to address.

Kipng’etich and Ahmed (2012) conducted a study on head teachers’ perception of their roles in secondary schools in Kenya: A study of Kericho Day Secondary School in Kericho County. The purpose of this study was to assess the perception of the head teachers towards their changing roles in secondary schools. The study utilized descriptive method of research. The sampling design adopted was mainly purposive sampling. Interview guide, document analysis guide and observation guide were used to collect information from the respondents.

The study revealed that the principal lacked staff members in some curriculum areas and consequently the principal’s day was occupied and overloaded with managerial
responsibilities. The principal also had limited time to teach any lesson neither did the principal attend any lesson supervision in the course of the day.

The study recommended that school principals should direct their attention at helping staff to be more effective at work; constantly work at enhancing good relationships in the school and between the school and community if the school principals are to perform their roles effectively.

Kipng’etich and Ahmed’s study on head teachers’ perception of their roles in secondary schools in Kenya is relevant to the present study since it is concerned with principal’s role in ensuring quality school performance. However, the study did not address the supervisory role of principals in relation to enhancing teachers’ professional development. Further, the study did not look at professional development programmes which can be initiated by the principals to ensure teachers’ development. The current study viewed it as a gap and it sought to address it.

Komba and Nkumbi (2008) conducted a study on teacher professional development in Tanzania: perceptions and practices. The purpose of the study was to analyze the perceptions and practices of teacher professional development by head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee in six school districts. A total of 186 respondents were purposively sampled. Data were collected using questionnaires, interviews and observation checklist. Qualitative responses were coded, categorized and analyzed into themes. Quantitative data were analyzed using frequencies and percentages. Majority of respondents perceived teacher professional development as being important because it improved the teacher professionally, academically and technically. However, most respondents thought it was inadequately supported and motivated by the principals. At all levels (national, district, ward and school levels), teacher professional development was poorly coordinated and rarely budgeted for.
The study recommended a practice of teacher professional development which combines both the raising of teacher academic qualifications and professional growth.

Although the study was conducted in Tanzania, it is relevant to the current study. It contributed significantly to the understanding of teacher professional development in Kitui West District. However, the study did not look at the supervisory activities which principals could carry out to enhance teachers’ professional development.

Kerei (2010) carried out a study on the survey of factors affecting staff development in public secondary schools in Kajiado Central District. The researcher used mixed research paradigm; descriptive survey and naturalistic designs. The study used stratified sampling technique. Questionnaires and interview guides were used to collect data. About 114 participants from 6 secondary schools took part in the study. The study included the DEO and the DQASO.

Findings showed that teachers generally agreed that staff development programmes were minimal in the district. Among the factors which hindered staff development in Kajiado central district included: poor infrastructure, poor connectivity to the urban centres, non-supportive administration, lack of funds and teachers’ unwillingness to attend training programme.

Kerei’ study was relevant to the present study because the study focused on factors affecting staff development in public secondary schools. The present study did not only look at challenges facing teachers’ professional development but also considered the role of the principals in enhancing teachers’ professional development. Also the targeted population in the present study included both public and private secondary schools.

Another study by Ngala and Odebero (2010) on teachers’ perception of staff development programmes as it relates to teachers’ effectiveness: a study of rural primary schools in Kenya. The main purpose of the study was to establish how rural primary schools carried out their staff development programmes. The key objectives were to examine the
nature of staff development programmes in rural schools; explain teachers’ involvement in staff development programmes and determine the impact of staff development programmes on teachers’ effectiveness.

Survey design and simple random sampling were used. Interview guide and questionnaire were employed to collect data from the sample of 100 teachers who took part in the study. The study found out that the most popular staff development programmes were attending higher education and training, in-service courses, workshops, seminars and conferences among others. The study recommended that paid study leave, fund and time be made available to serving teachers to enable them participate in staff development programmes.

This study was significant and relevant to the current study because of its focus on teachers’ development programmes as it affected teachers’ effectiveness. But the study did not look at the supervisory role of principals towards teachers’ development programmes.

A study conducted by Kongo (2012) on the impact of performance appraisal on secondary school teachers’ professional development in Kitui West District. The purpose of the study was to investigate the impact of performance appraisal on secondary school teachers’ professional development. The study employed descriptive survey design, targeting all the 30 principals and 237 teachers in 30 secondary schools in Kitui West district, the District Education Officer and the District Quality Assurance and Standards Officer. Stratified random sampling and purposive sampling were used to select the participating schools. Data were collected using questionnaires and interview schedule. Descriptive statistics were used to analyze the quantitative data obtained while qualitative data were presented in narrative form.

The study established that the most common hindrances to effective performance appraisal were: lack of finances, poor TSC services, time factor, lack of sponsors and family commitments. The study recommended adopting a collaborative approach in developing the
appraisal system where all the stakeholders were included in the decision-making process; school heads should ensure that the appraisal process was fair and transparent to avoid any form of bias associated with appraisal of employees. This study by Kongo (2012) on the impact of performance appraisal on secondary school teachers’ professional development was relevant to the current study because it offered an insight into an aspect which the present study was interested in, that is teachers’ professional development in Kitui West District. Kongo’s study was conducted at Kitui West District where the present study was conducted. However, the difference between Kongo’s study and this research was that Kongo’s study did not look at the supervisory skills needed by the principals in performing their roles. The study did not also address the challenges faced by principals in enhancing teachers’ professional development. And as such, there existed a gap which the present study sought to address.

Tiamaro (2009) conducted a study on teachers’ professional development opportunities among the junior secondary school teachers in Antsirabe 1 district in Madagascar. The purpose of the study was to investigate teachers’ professional development opportunities offered to junior secondary teachers in Antsirabe 1 district in Madagascar. The study employed survey research design. The sample comprised of teachers, head teachers and educational stakeholders in charge of teacher training in the district both public and private sectors. The study used simple random sampling to select teachers. About 116 teachers, 17 head teachers of 21 schools and 4 stake holders took part in the study. Data was collected from the respondents through questionnaires and interview guides.

The findings revealed that teacher in-service training in the district was ineffective, since it was less frequent and too short to respond to various needs of the teachers. Hence, it was characterized by low and selective attendance where few teachers benefited from. Teachers were not fully involved in in-service training because the head teachers failed to carry out needs assessment to identify teachers’ professional needs.
This study was relevant to the present research because of its focus on professional development opportunities for teachers. On the other hand, the study was conducted in Madagascar while the present study was carried out in Kenya. The study did not look at the supervisory skills needed by the principals in teachers’ supervision. The study did not also look at the supervisory activities which the principals needed to organize to realize teachers’ professional development. Hence, such overlook by Tiamaro’s study created a gap that the current study needed to address.

From the empirical studies reviewed in this chapter, there was limited study on whether teachers in Kitui West district benefit from professional development activities organized by the principals. Little was mentioned about the supervisory role of principals in enhancing teachers’ professional development in secondary school in Kitui West district. Therefore, this study sought to address this gap.

2.7 Summary of Reviewed Literature
The researcher explored literature on the supervisory role of the principals in enhancing teachers’ professional development. The literature focused on the supervisory skills needed by the principals, principals’ supervisory activities; teachers’ professional development programmes and challenges faced by supervisory role of principals in enhancing teachers’ professional development.

The reviewed literature revealed the need for principals who are internal supervisors to be equipped with adequate supervisory skills such as technical skills, conceptual skills, human relation skills, evaluation skills, communication skills among others. It was crystal clear from the reviewed literature that in order for school principals to have a formidable teaching workforce, there was need to plan, organize and coordinate teachers’ professional development programmes such as induction, seminars, workshops, clinical supervision, collegial supervision and mentoring supervision.
The need to plan for these professional development programmes today in schools will help prevent and remedy future problems associated with teachers’ inability to keep abreast with the evolving teaching methods or technologies inherent in the education sector. Therefore, effective supervision of teachers by principals could help guarantee the realization of teachers’ development.

From the review of literature, studies conducted by Sailesh, Marohaini and Sathiamoorthy (2011) on the Instructional supervision in three Asian countries did not address supervisory skills needed by the principals for effective teachers’ supervision. The study did not also look at the role of the principals in relation to teachers’ professional development. Komba and Nkumbi (2008) researched on Teachers’ professional development in Tanzania: Perceptions and Practices. The study did not address the aspect of supervisory activities which principals should regularly organize to enhance teachers’ professional development. Kipng’etich and Ahmed (2012) conducted a study on head teachers’ perception of their roles in secondary schools in Kenya: A study of Kericho Day secondary school. This study did not address principals’ role in relation to teachers’ professional development. Kerei (2010) conducted a study on factors affecting staff development in public secondary schools in Kajiado Central district. This study ignored the supervisory role of the principals in enhancing teachers’ professional development. Lastly, Tiamaro (2009) conducted a study on teachers’ professional development opportunities among the junior secondary school teachers in Ansirabe 1 district in Madagascar. The study did ignore the supervisory skills and supervisory activities which principals needed to facilitate teachers’ professional development.

Therefore, there existed a gap which the current study sought to address. However, there was limited empirical evidence to ascertain whether secondary school teachers in Kitui West district were encouraged to attend professional development programmes organized by the principal in the school, in the district or outside the district. Hence, the current study
sought to investigate the supervisory role of the school principals in enhancing teachers’ professional development in Kitui West district, Kenya. This study aimed at addressing the gap left by the previous studies.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter is organized under the following subsections: research design, target population, description of sample and sampling procedures, description of research instrument, validity and reliability of the instruments, data collection procedures, data analysis procedures and ethical consideration.

3.1 Research Design

The study was conducted using both quantitative and qualitative research paradigms (mixed method designs). According to Jick (2008) mixed method designs are the research plans that include at least one quantitative method to collect numbers and one qualitative method to collect words. The use of mixed methods was for the purpose of triangulation due to the fact that the individual strength of one method offset the other method’s weakness.

The quantitative method used descriptive survey. According to Mugenda (2011), survey design is used “to collect information that describe, explore and help the investigator understand social life. The investigator focuses on the links among smaller number of attributes across a sample of cases depending on the resources available and the size of the target population” (p. 71). The use of survey design was for the purpose of studying a large population of secondary schools in Kitui West district as well as identifying and studying individual characteristic components in the population.
The qualitative method employed phenomenology design. Ogula (2005) describes phenomenology design as one that uses human instrument as an observer to provide an in-depth investigation of individuals, groups or sometimes institutions in their natural setting. Using phenomenology design allowed the researcher to collect information from the phenomena being studied which comprised of the teachers, principals, District Education Officer, and District Quality Assurance and Standard Officer with their experiences.

Phenomenology design provided the researcher with in-depth information concerning the ‘supervisory role of principals in enhancing teachers’ professional development’ through the use of interview guide and document analysis guide. Thus, the two research designs (descriptive survey and phenomenology) were chosen because they complement each other, such that the limitation of one was made up for by the other. For example, questionnaires associated with survey enabled the researcher to gather information from a large group of respondents. On the other hand, interview guide and document analysis guide associated with qualitative design (phenomenology) aided the researcher in getting first-hand information and lived experiences of the respondents.

3.2 Target Population

“A population refers to a group of individuals, objects or items from which samples are taken for measurement; or an entire group of persons or elements that have at least one thing in common” (Kombo and Tromp, 2006, p.76). For this study, the target population constituted all the thirty (30) secondary schools in Kitui West district represented by the 30 principals, 237 teachers and 5 District Education Personnel (Statistics from Kitui West DEO, 2013). The respondents were school principals and teachers from selected schools as well as District Education Personnel.

3.3 Description of Sample and Sampling Techniques

A sample according to Ogula (2005) is “a sub-group of a population which must be as representative as possible of the population from which it is drawn” (p. 26). According to
Best and Khan (2006), “30% of the targeted population is enough sample for a study” (p. 20). Mamia (2005) argues that the aim of sampling is to provide a miniature copy of the population. Hence, inferences can be made about the larger population based on the drawn sample.

This study adopted a sample size of 50% of the target number of secondary schools in Kitui West District since it is a representation of the population. According to Creswell (2008), a general rule of thumb is to select as large a sample as possible from the population. Creswell further asserts that the larger the sample, the less the potential error that the sample will be different from the population. The study used both probability sampling and non-probability sampling techniques in the selection of the participating schools. For probability sampling, the study used stratified sampling while for non-probability sampling, purposive sampling was used.

### 3.3.1 Selection of Participating Secondary Schools

According to statistics from Kitui West District Education Office (2013), there are 30 secondary schools in the District. These schools were divided into strata: 3 girls’ schools; 1 Boys’ school and 26 co-educational schools. The reason for stratification was because the schools were heterogeneous in nature, hence the researcher wanted to give all individual schools equal chance of selection. The 3 girls’ schools and 1 Boys’ school were not sampled because they were few in number. The remaining 26 co-educational secondary schools were subjected to simple random sampling technique.

The researcher randomly sampled 11 schools from the 26 co-educational secondary schools. The eleven (11) schools from the twenty-six (26) co-educational secondary schools were obtained through simple random sampling, that is, by assigning of number to each school and placing these numbers in a container. Each school was picked at random with replacement until the required number of schools was obtained. Schools whose numbers were picked took part in the study. The total number of participating schools in the study was
fifteen (15) secondary schools which represented 50% of 30 secondary schools found in Kitui West District.

3.3.2 The Principals
The principals who participated in the study were automatically included since they were drawn from the 15 selected schools. The justification for inclusion of principals in the study was that they were in direct control of schools and as agents of their employer TSC they had first-hand information on teachers’ professional development programmes. The researcher also believed that the principals possess relevant information about the supervisory role of principals in enhancing teachers’ professional development in secondary schools in Kitui West district since they were the chief implementers of policies related to teachers’ education, training and development.

3.3.3 The Teachers
Statistics from the District Education Office in Kitui West (2013) reveal that there were two hundred and thirty seven (237) teachers in the thirty (30) secondary schools in Kitui West district. Stratified sampling was employed to select eight (8) teachers from each school. The stratification was based on gender: male and female. From each sampled school, four (4) male and four (4) female teachers were selected. This was done using simple random sampling which involved placing pieces of papers with the names of male and female teachers in each school in separate containers. The pieces of papers were thoroughly mixed after which a name from each container was randomly picked with replacement to give equal probability of selection to all the target groups until four (4) male and four (4) female teachers were obtained. And a total of 120 teachers participated in the study.

The justification for inclusion of teachers in this study was because they were the direct beneficiaries of professional development programmes, though often disadvantaged when such programmes were not planned, organized and communicated to them.
3.3.4 District Education Officers

According to statistics from District Education Office in Kitui West (2013), there were five (5) Education personnel in the district. This study purposively sampled two (2) officers from the district. The District Education Officer and District Quality Assurance Officer participated in the study because the District Education Officer (DEO) was in charge of planning and organizing supervision of school principals as well as professional development programmes for teachers in the district while the District Quality Assurance and Standard Officer (DQASO) was included in the study because DQASO was the field officer in charge of maintaining quality and standards of teachers in the district. The researcher believed that they had first-hand information on the planning and organizing professional development programmes for teachers in the district; hence, the researcher wanted to find out the role of the DEO and DQASO in professional development of teachers. The Table 3.1 below gives a summary of sampling procedures used to select various target groups:

### Table 3.1: Sample Summary for all Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Target Population</th>
<th>Sampling techniques</th>
<th>Sampled population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>30</td>
<td>Automatic inclusion</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Teachers</td>
<td>237</td>
<td>Stratified sampling</td>
<td>120</td>
<td>50</td>
</tr>
<tr>
<td>District Education Officers</td>
<td>5</td>
<td>Purposive sampling</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>272</strong></td>
<td></td>
<td><strong>137</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.4 Description of the Research Instruments

The study employed three (3) data collection instruments namely: Questionnaire, interview guide and document analysis guide. The researcher used questionnaire for teachers and interview guide for Principals, DEO and DQASO to collect information from the respondents on supervisory role of principals in enhancing teachers’ professional
development in secondary schools. Document analysis guide was used to collect information on whether teachers’ professional records were up to the required standard and whether principals checked and endorsed teachers’ records.

3.4.1 Questionnaires

According to Khan (2008), “questionnaire is a method of getting data about respondents by asking them rather than observing and sampling their behavior” (p. 99). The questionnaire enabled the researcher to ask a large group of people questions related to the issues being investigated in the study.

Questionnaire was important in this study because it helped to generate answers to some of the research questions that required responses from many participants who could not be reached through interview. The use of questionnaire also allowed participants to respond honestly given that they were not required to write their names.

The researcher had a set of questionnaire for the teachers. The questionnaire consisted of both open-ended and closed-ended questions. The open-ended questions allowed the participants to explain further the factors that hindered the supervisory role of principals in enhancing teachers’ professional development as well as suggesting possible solutions to the challenges faced by principals in enhancing teachers’ professional development. The closed-ended questions permitted only certain responses that the researcher had designed for measuring some supervisory activities carried out by principals to enhance teachers’ professional development.

3.4.1.1 Questionnaire for Teachers

Teachers’ questionnaire was made up of five sections. Section one: demographic information; section two: supervisory activities of principals in enhancing teachers’ professional development; section three: principals’ role in teachers’ professional development programmes; section four: challenges faced by principals in enhancing teachers’ professional development; section five: possible suggestions for improvement.
3.4.2 Interview Guide

Interview guide was included in the study as a means of collecting data from the respondents in order to gain better understanding of the supervisory role played by principals in enhancing teachers’ professional development in Kitui West district. Khan (2008) asserts that “interview is a form of measurement that is specifically being applied in descriptive research where the opinions and attitudes of respondents are necessary” (p. 105). Kombo and Tromp (2006) state that there are various forms of research interviews namely: structured, semi-structured and unstructured interviews. The present research employed semi-structured interview because the researcher followed definite guidelines to get specific information about supervisory role of principals in enhancing teachers’ professional development in Kitui West district as well as having to probe the interviewees for more information.

3.4.2.1 Interview Guide for Principals

The school principals’ interview guide focused on the following: demographic information; the role of the principal in enhancing teachers’ professional development; the challenges faced by principals in professional development of teachers as well as possible solutions to the challenges.

3.4.2.2 Interview Guide for District Education Officers

The interview guide for the DEO and DQASO was based on their role in planning and organizing teachers’ professional development programmes; challenges they encountered as they carry out this role as well as possible suggestions for improvement.

The justification for inclusion of District education officer (DEO) in this study was that, the DEO was responsible for planning and organizing supervision of school principals as well as professional development programmes for teachers in the district while the District Quality Assurance and Standard Officer (DQASO) was included in the study because he/she was the field officer in charge of maintaining quality and standards of teachers in the district.
3.4.3 Document Analysis Guide

Bogdan and Biklen (1998) observe that documents are becoming important primary source of data for qualitative research. The document analysis guide was used to offer some answers that could not have been obtained from the questionnaire or interview as far as exactness of information is concerned. The researcher checked on documents such as syllabuses, schemes of work, records of work, lesson plans as well as progress records to ascertain if the documents were up to the required standards. In addition, the researcher checked whether principals supervised teachers’ schemes of work, records of work and signed them and provided comments on whether they were correctly written; as well as identified areas that teachers needed further development.

3.5 Validity of the Research Instruments

According to Mugenda (2011), validity of instrument refers to “the degree to which an instrument measures what it purports to measure; it is the accuracy, truthfulness and meaningfulness that are based on the data obtained from the use of tool or a scale for each construct or variable in the study” (p. 256). Content validity and face validity were used to validate the instruments. Content validity refers to “the measure of the degree to which data collected using a particular tool represents a specific domain of indicators or content of a particular concept” (Mugenda, 2011, p.258). While face validity is the extent to which an instrument appears to measure what it is supposed to measure (Borg and Gall, 1989).

In validating the instruments, some considerations such as whether the content of the instrument were appropriate and comprehensive to get the intended information were made. The researcher also assessed whether the sample of items or questions represented the content in the instrument. The researcher sought the help of experts from the Department of Educational administration and planning to check on the content and face validity of the questionnaire in order to establish the extent to which the questionnaire reflected the research questions.
The instruments were pilot tested in two (2) secondary schools in Nairobi. From the two (2) schools emerged sixteen (16) teachers and two (2) principals. These secondary schools did not take part in the actual study. Radhakrishna (2007) suggests that the use of at least 20 participants is adequate for piloting of instruments while McMillan and Schumacher (2001) argues for as small as 10 participants for pilot testing of instruments. Pilot testing offered the researcher the chance to make revision on instruments and data collection procedures to ascertain that the right questions were asked, relevant data collected and methods of collecting data were appropriate (McMillan and Schumacher, 2001).

3.6 Reliability of Quantitative Research Instrument

Reliability according to Orodho (2004) is the measure of degree to which a research instrument yields consistent results, data or information after repeated trials. In this study, the reliability of the instruments was determined using Cronbach alpha to verify the internal consistency of items or questions. Cronbach’s alpha deals with those items that may solicit more than two answers/responses; hence, can be used for both binary type and large scale data. Cronbach alpha enabled the researcher to obtain the reliability from a single administration of questions on likert scale and closed–ended questions (Borg and Gall, 1989). Radhakrishna (2007) argues that reliability coefficient can range from 0 to 1, with 0 representing an instrument full of error and 1 representing total absence of error; and a reliability coefficient (alpha) of 0.7 or higher is considered acceptable reliability. Rahim (2010) asserts that “internal consistency reliability coefficient should range between 0.72 to 0.80 for an instrument to be considered reliable” (p. 208).

The reliability of the instruments was attained from the data collected through administering questionnaire to two (2) secondary schools in Nairobi. The reliability coefficient was computed using the SPSS version 20 programme. The researcher adopted the 0.72 coefficient to check whether the instrument (Questionnaire) was reliable or not. The items on teachers’ questionnaire yielded the following result: Section A (0.064); Section B
The total alpha coefficient was 0.667 which is equivalent to 0.7. The questionnaire was therefore accepted as a reliable instrument for the study. If the reliability of the instrument did not fall within the range, the questionnaire would have been readjusted before being administered to the sampled population.

3.7 Reliability of Qualitative Research Instruments

Credibility and dependability are methods of ascertaining the reliability of qualitative instruments. Credibility ascertains that the study reflects the experiences of the people being studied and the results are judged to be trustworthy (Anderson and Larson, 2009).

The researcher spent an average of 40 minutes during the interview with principals, DEO and DQASO. The data collected especially from the interview guide were read to participants to confirm if what was recorded was as they had expressed it. The researcher also employed member checking to ensure that what was reported reflects participants’ life. According to Punch (2005), member checking means to confirm with people who were studied and who gave the data. The researcher also used peer debriefing during which the researcher involved some colleagues who were not involved in the research to help reveal the researcher’s own weak spots for improvement of the study.

Dependability means the consistency of the findings (Anderson and Larson, 2009). It was determined by taking notes during the interviews. The researcher used member checking to help determine dependability. The researcher read the notes to the participants to confirm that what was recorded reflects what they expressed during the sessions.

3.8 Data Collection Procedures

The researcher obtained permission from the Catholic University of Eastern Africa to carry out this study. A research permit was sought from the National Council for Science and Technology to allow the researcher collects data from the field. The researcher presented the
permit to relevant offices during the collection of data from the field. The researcher also obtained some basic information concerning the schools from the DEO’s office.

The researcher administered the questionnaires in person to all teachers from the schools under study. For the interview, the researcher made appointment with the respondents and then held face to face interview with them ( Principals, DEO and DQASO). The interview with the Principals, DEO and DQASO was intended to take at least 40 minutes each to allow for probing and clarity of questions and answers from both the researcher and the respondent.

For document analysis guide, the researcher obtained documents such as schemes of work, records of work, lesson plans as well as progress records. The researcher checked on whether principals supervised teachers’ schemes of work, records of work and signed them. The data obtained from these documents were analyzed to identify how frequent the principals supervised teachers’ professional records.

3.9 Data Analysis and Procedures

Mugenda and Mugenda (2003) assert that the data collected from the field in raw form is difficult to interpret. Such data must be analyzed. Quantitative data from the field were coded, organized and summarized into numerical values and analyzed using descriptive statistics such as frequencies and percentages with the help of SPSS version 20.

The qualitative data obtained from open-ended questions, interview guide and document analysis guide were summarized in themes based on research questions and presented in narrative form and direct quote. The qualitative data which were quantifiable were coded using numbers and analyzed through SPSS version 20 programme. The researcher finally drew conclusion and recommendations from information obtained from the findings of the study in an attempt to answer the research questions.
3.10 Ethical Considerations

According to Mugenda (2011), research ethics “focus on the application of ethical standards in the planning of the study, data collection and analyses, dissemination and use of the results” (p. 293). The researcher sought the consent of those he was going to collect the data from and equally explained the purpose of the study to the participants. The participants were given the freedom to choose to participate or not to in the study. Confidentiality was achieved by not asking participants to write their names on the questionnaire.

Furthermore, the respondents in this research study were not exposed to any harm. The information that the researcher sought from the respondents was not biased or sensitive about their status. The researcher reached an agreement with the participants about the use of the data, and how its findings were to be reported and disseminated. All references and sources where materials were collected for this study were dully acknowledged in order to prevent plagiarism (Mugenda, 2011).
CHAPTER FOUR

DATA PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS OF THE STUDY

4.1 Introduction

This chapter presents data analysis and discussion of the findings on the supervisory role of the Principals in enhancing teachers’ professional development in secondary schools in Kitui West District, Kenya. The study targeted principals, teachers, District Education Officer and District Quality Assurance and Standard Officer. Data was obtained using questionnaire, interview guide and document analysis guide. Questionnaire was administered to 120 teachers; interview guide was used for 15 principals, DEO and DQASO. The document analysis guide was used to verify whether teachers were supervised by the principals and the frequency with which principals organized professional development programmes for teachers. From 120 questionnaires administered to the teachers, all of the questionnaires were returned which constituted 100% return rate. This high rate of return was achieved due to monitoring of all administered questionnaires.

The quantitative data are presented using descriptive statistics. This enabled the researcher to present the data in frequencies, percentages and chart. The qualitative data are presented in narrative form and direct quote in order to address the research questions.

This chapter is divided into two main sections. The first section deals with demographic information of the respondents (Principals, Teachers, DEO and DQASO) while the second section presents the findings according to the research questions.
4.2  Demographic Information of the Respondents

This section describes the general demographic information of the respondents who participated in the study: Teachers, Principals, District Education Officer and District Quality Assurance and Standard Officer.

4.2.1  The Principals

The principals’ demographic information comprised of their gender, professional qualification and administrative experience. The data regarding their demographic information was analyzed and presented in Table 4.1.

Table 4.1: Demographic information of the principals

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>26.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Ed</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>MBA</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>M. Ed</td>
<td>7</td>
<td>46.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>3-5 years</td>
<td>4</td>
<td>26.7</td>
</tr>
<tr>
<td>6-8 years</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>9 years and above</td>
<td>4</td>
<td>26.7</td>
</tr>
</tbody>
</table>

According to Table 4.1, among the fifteen (15) principals sampled in the study, 73.3% were male while the remaining 26.7% were female. This may indicate gender disparity in position of responsibilities. This disparity can be explained by the fact that the female-child education in the past was not given adequate attention compared to male-child education. More so, female principals tend to shy away from leadership positions especially in co-educational institutions because it is observed that managing boys in day schools is a herculean task and as such may not necessarily be a case of gender discrimination.

There were 46.7% principals who had Bachelor degree; another 46.7% of the principals held Master degree and 6.7% had Master in Business Administration. This
indicated that the principals had adequate qualification to implement MoE guidelines on supervision and professional development of teachers. This is supported by Koech commission’s recommendation on the appointment of educational personnel which should be based on appropriate qualification and experience (Republic of Kenya, 1999).

The administrative experience of the principals revealed that, 13.3% of the principals had working experience of less than 3 years which is adequate to enable them implement supervisory activities to enhance teachers’ professional development. Some 26.7%; 33.3% and 26.7% had working experience of 3-5 years; 6-8 years and 9 years and above respectively. In this regard, majority of the principals had more experience in administrative field and hence were able to supervise teachers and provide means to ensure that teachers are professionally developed.

4.2.2 The Teachers

Teachers’ demographic information comprised of their gender, age, work designation and professional qualification. Data on teachers’ demographic information were presented in Table 4.2.
**Table 4.2: Demographic information of Teachers**

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 30 years</td>
<td>71</td>
<td>59.2</td>
</tr>
<tr>
<td>30-34 years</td>
<td>19</td>
<td>15.8</td>
</tr>
<tr>
<td>35-39 years</td>
<td>17</td>
<td>14.2</td>
</tr>
<tr>
<td>40-44 years</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>45 years and above</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>Work designation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Teacher</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>Head of Subject</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Head of Department</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td>Deputy Head</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Professional Qualification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KSCE</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>B.Ed</td>
<td>100</td>
<td>83.3</td>
</tr>
<tr>
<td>PGDE</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>B.A</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Med</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>M.A</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>P1</td>
<td>1</td>
<td>.8</td>
</tr>
</tbody>
</table>

**Gender**

Data obtained on the gender of teachers revealed that 52.5% were male while 47.5% were female. Although the use of stratified sampling to select the teachers was meant to have equal number of both male and female teachers in the study, but among the schools sampled, two (2) of the schools had more male teachers than female teachers. This resulted to having more male teachers in the study. However, gender disparity may be due to perception of gender roles in employing female teachers to handle students. This explains the reason for this disparity in the number of teachers’ respondents based on gender.
Age

Age of teachers from the data obtained indicated that 59.2% of the teachers were below 30 years. Some 15.8%; 14.2% and 9.2% were aged 30-34 years, 35-39 years and 45 years and above respectively. Teachers aged 40-44 years were few. A possible reason for having majority of teachers aged below 30 years may be that TSC does not employ teachers immediately after attaining their bachelors’ degree. And therefore with apparent shortage of teachers in secondary schools, these teachers are absorbed into the school system through the recommendation of the BoM.

Work designation

About 52.5% of the teachers were subject teachers; another 22.5% of the teachers were class teachers; some 7.5% were head of subject; another 13.3% were head of department while 4.2% were deputy head. From the data analyzed, it was found that some teachers had multiple work designation. This may be explained by the fact that many secondary schools in Kitui West district in particular and Kenya in general were understaffed. This obvious lack of adequate teaching staff in schools prompted the assignment of multiple responsibilities to teachers in schools.

Professional Qualification

The data obtained from teachers’ responses revealed that about 4.2% had KSCE; 5.8% had Diploma; 83.3% had Bachelor in Education; 2.5% had Post graduate diploma in education; 0.8 had Bachelor of Arts; 1.7% of the teachers had Master in Education; 0.8% of the teachers had Master of Arts and 0.8% had P1 certificate. This finding reveals that majority of teachers sampled were highly qualified for teaching in secondary school level. It means therefore that some of these teachers were able to utilize opportunities available for their professional development.

However, teachers who had KSCE certificate, Bachelor of Arts, Master of Arts and P1 certificate though few may have been staffed in school due to shortage of teachers in
Kenya. These categories of teachers are not trained to manage teaching-learning situation. Hence, their effectiveness in classroom environment will depend on their availability to undergo in-service training related to teaching-learning processes organized in school or outside the school.

4.2.3 The DEO and DQASO
Demographic information regarding the DEO and DQASO was obtained through interview. The DEO and DQASO were both male. They had Master in education and Bachelor in education respectively. The DEO had served 5 years while the DQASO has spent 9 months in their respective positions. Both have been in education field for many years and have acquired experiences in school supervision and teachers’ professional development.

4.3 Findings According to Research Questions
This section presents the findings according to research questions. The findings focused on supervisory skills needed by principals in supervision of teachers; supervisory activities which principals employ to enhance teachers’ professional development; principals’ role in organizing teachers’ professional development programme; challenges faced by supervisory role of principals in enhancing teachers’ professional development and possible solutions to the challenges faced by principals in enhancing teachers’ professional development.

4.3.1 Supervisory Skills needed by the Principals in Supervision of Teachers
This section sought to investigate the supervisory skills that the principals have acquired and further skills needed to carry out effective supervision of teachers. The principals, DEO and DQASO were interviewed and their responses are as follows:

Majority of principals who participated in the study expressed that they have acquired skills such as managerial skill, evaluation skill, human relation skill, motivation skill and disciplinary skill which have enabled them to be effective in teachers’ supervision. Other
skills which the principals also noted to have acquired through further studies, in-service training with KEMI, SEMASSE programme and Catholic-sponsored workshops included conflict-resolution skill, record-keeping skill and pedagogical skill. The DEO and DQASO also affirmed that school principals in Kitui West district have acquired adequate supervisory skills to enable them perform their supervisory role adequately.

Further, majority of principals observed that the skills acquired have enabled them to relate with staff as colleagues as well as having a cordial rapport with the school community; some principals have been enabled to guide teachers in proper record keeping, for example, scheme of work and records of work; supervisory skills have also enabled principals to know when and how to motivate teachers; skills have enabled principals to be effective administrators in management of human resources; the principals are able to monitor teachers’ performance in classroom and to ensure that the instructional materials given to students are in line with the recommendation of the MoE; the skills acquired by the principals have helped them to plan the school programme effectively and to ensure that school activities are carried out as at when due.

The DEO and DQASO revealed that some principals still need to be retrained in areas such as financial management and supervision of teachers. Regarding the need for further training, one of the principals expressed thus:

I would like to undergo further training to be equipped with ICT skill since such skill will help me to be effective administrator in responding to evolving technological evolution in education; and also would like to be trained in the assessment of professional records of teachers since it will help me delegate few responsibilities to other teachers.

This finding concurs with the study of Kalai (2007) who observed that principals should be provided with constant in-service training so that they can acquire professional knowledge in their administrative functions. This to a greater extent will facilitate principals’ effectiveness in their supervisory role. However, the apparent lack of supervisory skills by
some principals jeopardizes the supervision activity and inhibits teachers’ professional development. It is therefore important for principals to ensure that they utilize every opportunity to acquire relevant skills that will enhance their effectiveness in supervision of teachers.

4.4 **Principals’ Supervisory Activities**

Principals employ different supervisory activities to help teachers develop professionally. The study sought to find out the supervisory activities that principals use to enhance teachers’ professional development. Different responses on the same were collected from the teachers, principals, DEO and DQASO and presented below:
### Table 4.3: Teachers’ responses on supervisory activities of principals

<table>
<thead>
<tr>
<th>Supervisory activities</th>
<th>Strong agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Principal plans and directs internal workshops and seminars to improve teachers’ competence.</td>
<td>35</td>
<td>30.5</td>
<td>58</td>
<td>48.3</td>
<td>11</td>
</tr>
<tr>
<td>Principal works with teachers individually and in groups to identify and solve common classroom problems.</td>
<td>51</td>
<td>42.5</td>
<td>59</td>
<td>49.2</td>
<td>3</td>
</tr>
<tr>
<td>Principal authorizes procurement of recommended books to enhance teachers’ competencies.</td>
<td>70</td>
<td>60.0</td>
<td>41</td>
<td>34.2</td>
<td>3</td>
</tr>
<tr>
<td>Principal does not conduct regular visit to classrooms.</td>
<td>5</td>
<td>4.2</td>
<td>21</td>
<td>17.5</td>
<td>6</td>
</tr>
<tr>
<td>Principal informs teachers to attend district and national meetings on handling their teaching subjects.</td>
<td>53</td>
<td>44.2</td>
<td>47</td>
<td>39.2</td>
<td>11</td>
</tr>
<tr>
<td>Principal encourages teacher-to-teacher supervision to improve teaching effectiveness.</td>
<td>35</td>
<td>29.2</td>
<td>58</td>
<td>48.3</td>
<td>6</td>
</tr>
<tr>
<td>Principal advises HoDs to check teachers’ professional records to identify discrepancies that need improvement.</td>
<td>68</td>
<td>56.7</td>
<td>42</td>
<td>35.0</td>
<td>4</td>
</tr>
<tr>
<td>Principal provides feedback to teachers after classroom observation for future improvement.</td>
<td>42</td>
<td>35.0</td>
<td>48</td>
<td>40.0</td>
<td>12</td>
</tr>
</tbody>
</table>

As shown in Table 4.3, teachers were asked in the questionnaire to indicate their views on supervisory activities used by principals to enhance teachers’ professional
development. Most of the teachers 78.8% were in agreement to the statement that principal plans and directs internal workshops and seminars to improve teachers’ competence, while 10.8% were in disagreement and 9.2% were undecided. This means that most principals plan and direct internal workshop and seminars to improve teachers’ competence. This finding revealed that the principals were interested in teachers’ professional competence. Principals’ commitment to plan and direct internal workshops and seminars will help equip teachers with the needed skills in teaching effectively as well as becoming proactive in the management of students and ensuring that required instructional materials are used in classroom learning sessions.

The findings on the statement that principal works with teachers individually and in groups to identify and solve common classroom problems revealed that 91.7% of the teachers agreed to the statement while 4.1% disagreed. About 2.5% of the teachers were undecided. This shows that principals were concerned about teachers’ personal growth as well as having teachers who were competent in instructional delivery. This is in line with Dolgoff (2005) who observed that working with teachers to identify and solve common problems help teachers boost their self-confidence and enable them to take personal responsibility in their classroom instruction.

On whether the principal authorizes procurement of recommended books to enhance teachers’ competence, majority of teachers 94.2% were in agreement while 0.8% disagreed and 2.5% were undecided. This means that principals were concerned with teachers’ effectiveness in school. The above findings concur with Ngala (1997) who argued that teachers should be availed with essential instructional materials to enhance their teaching effectiveness.

The data obtained on whether principal does not conduct regular visit to classrooms revealed that 40.0% of the teachers disagreed to this statement, while 22.7% of the teachers agree and 5.0 were undecided. This implies that principals in the study conduct classroom
visitation to ensure that teachers use appropriate teaching materials for effective learning. This finding is in agreement to Ngunjiri (2012) study, who argued that principal’s classroom visit is aimed at encouraging teachers to be keen on their work to ensure that classroom problems are identified and solved.

The findings on the statement that principals inform teachers to attend district and national meetings on handling their teaching subjects revealed that majority of the teachers were in agreement, while 5% disagreed and 9.2% were undecided. It means therefore that principals employ effective communication mechanism to ensure that teachers were well-informed about professional development programmes organized outside the school.

About 77.5% of the teachers agreed with the statement that principals encourage teacher-to-teacher supervision to improve teaching effectiveness. Another 14.1% of the teachers disagreed while 5% were undecided. This implies that team teaching has been identified as a means to enhance and boast teachers’ competence. This finding concurs with the study of Umas (2003) who argued that teacher-to-teacher supervision offers teachers support in adapting to their changing responsibilities in school.

Teachers’ response on the statement that the principals advise HoDs to check teachers’ professional records to identify discrepancies that need improvement shows that 91.7% of the teachers agreed, while 4.2% disagreed and 3.3% were undecided. This finding is in agreement with the principals, DEO and DQASO responses on the same. They observed that supervision of teachers’ professional records boasts teachers’ level of confidence and helps teachers to be effective in subject delivery by ensuring that lesson notes and other instructional paraphernalia are up-to-date. One of the principals asserted that “teacher’s level of competence depends on effective supervision, and without supervision of teachers such school should expect anything”. Principals also cited that supervision of teachers especially the BoM teachers and the newly posted teachers is a way of on-job training for the teachers who will soon assumed position of responsibility in near future.
Data obtained on the statement that principals provide feedback to teachers after classroom observation for future improvement revealed that 75% of teachers were in agreement. About 10.0% of the teachers disagreed while 10.0 were undecided. The fact that principals provided feedback to teachers after supervision revealed that principals were open to their teachers and teachers could accept correction for future improvement.

Furthermore, from the document analysis guide, it was found that some lesson plan and lesson notes were not often endorsed. It implies that either the principals involved failed in their supervisory role to carry out this assignment or they did not supervise the teacher whose responsibility it was to check and endorse teachers’ professional records. The MoE needs to sensitize principals and the teachers on the importance of having updated teachers’ professional records.

4.4.1 Other Supervisory Activities carried out in Schools

Apart from the listed supervisory activities in the questionnaire, there were other supervisory activities that were mentioned by respondents during the interview. Some principals expressed that they use staff briefing to replace the actual teachers’ supervision exercise. Others noted that class representatives mark teachers’ attendance sheet. These activities were meant to assist teachers develop professionally. Furthermore, it was also revealed that most supervisory activities were over-delegated to teachers. This could be that some principals do not understand their supervisory role or they lack the competence to carry out these supervisory activities.

4.5 Principals’ role in Organizing Teachers’ Professional Development

This section presents the responses of teachers, principals, DEO and DQASO on the principals’ role in organizing teachers’ professional development programme. The data were analyzed to identify whether principals organize programmes such as seminars and workshops to enhance teachers’ competence.
Table 4.4: Teachers’ responses on principals’ role in organizing teachers’ professional development programme

<table>
<thead>
<tr>
<th>Principals’ role</th>
<th>Always F</th>
<th>%</th>
<th>Sometimes F</th>
<th>%</th>
<th>Undecided F</th>
<th>%</th>
<th>Rarely F</th>
<th>%</th>
<th>Never F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based seminars and workshops are organized by principals to improve teaching.</td>
<td>30</td>
<td>25.0</td>
<td>50</td>
<td>41.7</td>
<td>2</td>
<td>1.7</td>
<td>19</td>
<td>15.8</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Principal encourages teachers to attend in-service courses to improve teaching effectiveness.</td>
<td>59</td>
<td>49.2</td>
<td>50</td>
<td>41.7</td>
<td>3</td>
<td>2.5</td>
<td>4</td>
<td>3.3</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Principal invites subject specialists and resource persons from MoE to help teachers improve teaching effectiveness.</td>
<td>43</td>
<td>35.8</td>
<td>49</td>
<td>40.8</td>
<td>4</td>
<td>3.3</td>
<td>13</td>
<td>10.8</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Principal encourages teachers to acquire ICT skills and use them for teaching.</td>
<td>58</td>
<td>48.3</td>
<td>40</td>
<td>33.3</td>
<td>13</td>
<td>10.8</td>
<td>6</td>
<td>5.0</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Principal encourages team teaching in various departments in the school.</td>
<td>76</td>
<td>63.3</td>
<td>32</td>
<td>26.7</td>
<td>2</td>
<td>1.7</td>
<td>6</td>
<td>5.0</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Principal advises HoDs to conduct induction programme for newly posted teachers</td>
<td>62</td>
<td>51.7</td>
<td>37</td>
<td>30.8</td>
<td>1</td>
<td>0.8</td>
<td>9</td>
<td>7.5</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Teachers are motivated by the principals to attend professional development programmes</td>
<td>53</td>
<td>44.2</td>
<td>45</td>
<td>37.5</td>
<td>4</td>
<td>3.3</td>
<td>10</td>
<td>8.3</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Teachers pay to attend professional development programmes</td>
<td>23</td>
<td>19.2</td>
<td>30</td>
<td>25.0</td>
<td>7</td>
<td>5.8</td>
<td>14</td>
<td>11.7</td>
<td>37</td>
<td>30.8</td>
</tr>
</tbody>
</table>

As shown in Table 4.4, teachers were asked in the questionnaire to indicate their responses on principals’ role in organizing professional programme. The data obtained on the statement that school-based seminars and workshops are organized by principal to improve teaching revealed that 25% of the teachers indicated that principals always organized school-
based seminars and workshop to improve teaching. On the other hand, 41.7% indicated that it was sometimes done. About 1.7% were undecided; 15.8% indicated that it was rarely organized by the principals while 6.7% of the teachers indicated that principals never organized seminars and workshop to improve teaching. The responses from 6.7% of the teachers were in line with the data collected from document analysis guide and interview guide with some principals. Some principals argued that they were financially incapacitated to either organize school workshop or send teachers to attend one. The principals acknowledged that their schools had numerous financial burdens, as such, they gave low priority to teachers’ professional development programme.

The finding on the statement that principal encourages teachers to attend in-service courses to improve teaching effectiveness shows that 49.2% of the teachers indicated that principals always encourage teachers; 41.7 of the teachers indicated that it was sometimes done; 2.5% were undecided; 3.3% indicated that principals rarely encourage teachers to attend in-service courses while 0.8% indicated that principals never encourage teachers to attend in-service courses. When teachers are encouraged to attend in-service courses, they acquire the competence needed to be effective in their profession. However, Mungai and Njoki (2012) in their study frown at the approach in which in-service training was conducted. They note that a major challenge to in-service training of teachers was the ad hoc manner in which they were conducted such that training programmes were organized to offer short term solutions and not long term solutions to problems faced by teachers in their teaching-learning environment.

On whether principals invite subject specialists and resource persons from the MoE to help teachers improve teaching effectiveness, about 35.8% indicated that principals always invite resource persons from MoE; 40.8% indicated that it is sometimes done; 3.3% were undecided; 10.8% indicated that it was rarely done while 6.7% indicated that principals never
invited subject specialists and resource persons from MoE to help improve teaching effectiveness.

About 48.3% of the teachers indicated that principal encourages teachers to acquire ICT skills and use them for teaching. 33.3% of the teachers indicated that it is sometimes done; 10.8% of the teachers indicated that it was rarely done while 5.0% indicated that it was never done. According to Betts (2000), technology in teaching plays a greater role in generating new knowledge and processing information for solving classroom problems. Skills in ICT will assist teachers in teaching effectively and invariably, help to enhance teachers’ competence. ICT skills could help teachers to embark on distance studies while at the same time continue in their teaching career.

Findings on the statement that principal encourages team teaching in various departments in the school revealed that 63.3% of the teachers indicated that teachers were always encouraged; 26.7% indicated that it is sometimes done; 1.7% of the teachers were undecided; 5.0% indicated that principals rarely encourage team teaching while 0.8% indicated that it was never done. Team teaching fosters teachers’ professional capacity and ensures cooperation among teachers in identifying and solving common classroom problems.

Teachers’ response on the statement that principals advise HoDs to conduct induction programme for newly posted teachers revealed that 51.7% of the teachers indicated that it is always done; 30.8% of the teachers indicated that it is sometimes done; 0.8% were undecided; 7.5% of the teachers indicated that it was rarely done while 5.0% of the teachers acknowledged that it was never done. Induction of newly posted teachers is a form of professional development for the teachers especially to acquaint them with the ethos of the school. This finding concurs with the study of Dawo (2011) on the ‘key to quality teaching in Kenyan schools’. He argued that induction is a vital step in the professional growth and development of a teacher because it acts as a bridge between pre-service training and the actual teaching job.
Findings on the statement that teachers are motivated by principals to attend professional development programmes show that 44.2% of the teachers indicated they were always motivated by their principals; 37.5% indicated that it was sometimes done; 3.3% were undecided; 8.3% indicated that it was rarely done while 25.0% of the teachers indicated that teachers were never motivated to attend professional development programme. This finding concurs with the study of Guskey (2000) who noted that when teachers are motivated to participate in professional development programmes, they become acquainted with new ideas and knowledge that help them to be relevant in their profession. Therefore, teachers need to be motivated to attend professional programmes because without such, it will be difficult to supervise them. And above all, unmotivated teacher is as good as dissatisfied worker.

Furthermore, 19.2% of the teachers indicated that teachers pay to attend professional development programme; 25.0% indicated that teachers sometimes pay; 5.8% were undecided; 11.7% of the teachers indicated that they rarely pay to attend professional development programme while 30.8% of the teachers indicated that they never pay to attend professional development programmes. The responses of teachers who indicated that they never pay to attend professional development programme was supported by the data from the interview with the principals. Majority of the principals explained that their schools had budget for teachers’ professional development programme but such fund was always insufficient for as many teachers would want to attend professional development programme.

Although it is a well known fact that professional development of employees is the responsibility of the employer but much so is the responsibility of the individual teacher. One of the principals had this to say:

When schools are unable to send teachers to attend professional development programmes, it is inconceivable that teachers will pay for themselves to attend workshop, conference or seminar. They will never do such. That is why we hope that government will subsidize for teachers to attend development programme when organized.
There is therefore an urgent need to sensitize teachers on the need to assume personal responsibility for their professional development by seeking out opportunities to upgrade their knowledge and competence so as to be able to contribute positively to the evolving education system.

4.5.1 Teachers’ involvement in Professional Development Programme

Data obtained from teachers’ responses on their involvement in professional development programme during the past one year is shown in Figure 4.1 below:

**Figure 4.1:** Teachers’ attendance of professional development programme

![Bar chart showing attendance of professional development programme](chart.png)

This Figure on the responses of teachers on the attendance of professional development programme reveals that 55.8% of the sampled teachers who indicated ‘yes’ have attended professional development programme either organized by their schools or by the MoE during the past one year. While 44.2% of the sampled teachers indicated that they did not attend any professional development programme either organized in the schools or outside the school. However, the teachers who attended this programme mentioned that they covered the following areas as shown on Table 4.5
Table 4.5: Teachers’ responses on the areas covered during teachers’ professional development programme

<table>
<thead>
<tr>
<th>Areas covered during professional development programme</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching method</td>
<td>59</td>
<td>44.2</td>
</tr>
<tr>
<td>Test setting, examination moderation and marking</td>
<td>28</td>
<td>23.4</td>
</tr>
<tr>
<td>ICT Integration</td>
<td>10</td>
<td>6.2</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>4</td>
<td>3.3</td>
</tr>
</tbody>
</table>

From the data obtained, 44.2% of the teachers had training in teaching method in their subject areas; 23.4% of the teachers had training in test setting, examination moderation and marking; 6.2% of the teachers had training in ICT integration in teaching while 3.3% had training in educational administration. These focus areas are essential topics that can enable teachers acquire necessary skills needed in the teaching profession for the 21st century and beyond.

In addition, data obtained from the document analysis revealed that among the 15 secondary schools studied, only 13.3% schools were able during the past one year to organize internal workshop for teachers on setting questions and on preparation of students for external examinations as well as sending teachers to attend outside seminars, workshop and conference. These two schools were among the single sex secondary schools. Majority of
schools from the document analysis relied on workshops or seminars organized by KEMI, MoE or through the office of the DEO. Three (3) mixed day secondary schools never organized workshop or seminar nor sent teachers to participate in an outside professional development programmes. According to these principals, they were financially incapacitated to either organize local workshop or send teachers to attend one. The principals acknowledged that their schools had numerous financial burdens and as such they gave low priority to teachers’ professional development programmes. These responses from the principals on the financial constraints go to confirm teachers’ responses on the same:

Table 4.6: Teachers’ responses for not attending professional development programme

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial constraint</td>
<td>24</td>
<td>20.0</td>
</tr>
<tr>
<td>Newly employed teachers</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Timing of the programme</td>
<td>15</td>
<td>12.5</td>
</tr>
</tbody>
</table>

About 20% of the teachers who failed to attend professional development programme in the past one year indicated that their schools had financial constraint. Such may have been as a result of delayed disbursement of fund by government. Also 16.7 % of the teachers could not attend professional development programme because they were newly employed in the schools, consequently, they were not chosen to attend such programme when other teachers who had been in the system for a long period of time were waiting for such opportunity. Another 12.5% of the teachers could not attend the programme as a result of possible commitments at school.

Although these reasons may be genuine excuses on the part of the teachers and schools, but the significance of teachers’ professional development programmes in helping
teachers acquire competence cannot be left to chance or to the convenience of the principal in providing necessary resources for the same. However, teachers must make sustained effort to get themselves developed since individual employees have responsibility towards their own professional development. This finding concurs with the Kenya Education Sector Support Programme report (KESSP, 2005) which argues that continuous improvement in the quality of education services should entail continuous skills upgrading for teachers through availing professional development programme for teachers to be retrained and equipped for the demand of their profession.

The principals, DEO and DQASO that were interviewed affirmed that the school principals have a prominent role to play toward teachers’ professional development programme. Such programmes (workshop, seminar, academic clinics, induction and conferences) are important in building teachers’ capacity and competence; creating intrinsic motivation; equipping teachers with new knowledge about current issues in education as well as ensuring attitude change. As such principals cited that they play a role in encouraging, motivating and providing the resources for teachers to be involved in professional development programmes especially considering that some teachers are unable to further their studies.
4.6 Challenges faced by Supervisory Role of Principals in enhancing teachers’ professional development

A number of challenges are faced by principals in their supervisory role. This study sought to establish the challenges that principals faced in their supervisory role in enhancing teachers’ professional development. These challenges are shown on Table 4.7

Table 4.7: Teachers’ responses on the challenges faced by principals’ supervisory role in enhancing teachers’ professional development

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial constraints</td>
<td>83</td>
<td>75.1</td>
</tr>
<tr>
<td>Time constraint</td>
<td>30</td>
<td>25.3</td>
</tr>
<tr>
<td>Teachers’ negative attitude towards supervision</td>
<td>34</td>
<td>28.4</td>
</tr>
<tr>
<td>Shortage of Teachers</td>
<td>32</td>
<td>27.3</td>
</tr>
<tr>
<td>High workload on teachers</td>
<td>20</td>
<td>16.6</td>
</tr>
<tr>
<td>Poor communication</td>
<td>25</td>
<td>21.2</td>
</tr>
<tr>
<td>Administrative incompetence</td>
<td>15</td>
<td>12.4</td>
</tr>
<tr>
<td>Limited opportunities to attend professional development programme</td>
<td>12</td>
<td>8.6</td>
</tr>
</tbody>
</table>

4.6.1 Financial Constraints

From the responses of teachers, 75.1% indicated that lack of adequate funding of schools to ensure curriculum supervision and professional development of teachers was a major challenge. This challenge according to teachers was as a result of delayed disbursement of fund and bursaries to schools as well as parents’ inability to pay school levies. This situation poses an obstacle to the supervisory role of the principals who not only rely on the funds from government to purchase instructional materials but funds are also needed for
teachers’ development programmes. According to one of the principals interviewed, he had this to say:

Parents were reluctant to pay school levies and this obvious lack of cooperation hinders the implementation of most school functions and activities such as teachers professional development programme to the satisfaction of the teachers; more so, funds allocated to the schools by the Ministry of Education were inadequate to cover staff development programme, but in order to assist teachers in their professional development, schools usually seek extra funds from parents through PTA and BoM to help teachers attend seminars when organized.

DEO and DQASO said that “delay of Free Secondary Education funds hinders effective running of schools, and staff development programmes appear impossible; this puts us in a very awkward position as managers”. In fact the DQASO observed that the delay of Free Secondary Education funds has been so frequent that it is unpredictable when funds are to be expected. They all suggested that clear policies for disbursement of fund be put in place to guard against delay in disbursement of funds.

Inadequate funding is one major obstacle to effective teacher supervision as well as teachers’ professional development. The availability of fund and its effective utilization will ensure the provision of adequate instructional materials, quality of physical facilities, quality of teacher motivation and adequate staffing. It will also impact on the methods of teaching and learning employed in schools as they depend to a large extent on the facilities available. There is no doubt whatsoever that, inadequate funding of the secondary school system in Kitui West District has hindered the accomplishment of some of the aims and objectives of this level of education as contained in the Kenya Education Policy.

4.6.2 Time Constraints

About 25.3% of the teachers responded that time constraint was one of the challenges militating against principals’ supervisory role. The teachers noted that principals were too occupied with a lot of responsibilities that they hardly pay attention to teachers’ supervision and professional development. This response from teachers was equally cited by principals
during interview session. Majority of principals expressed that they were constrained by time due to their multi-tasked responsibilities. One of the principals noted thus:

I cannot do much when it comes to supervision of teachers and planning for teachers’ professional development because the MoE expects me to teach in class, attend to community demands, carry out other administrative duties… so much is expected from the principal but the MoE has never thought about giving principals responsibility allowance.

This finding is in line with Ogunu (2005) who reported that secondary school principals are so weighed down by routine activities that they have limited time to conduct supervision exercise. Time constraint was a serious challenge to the principals in teachers’ supervision.

4.6.3 Teachers’ Negative Attitude towards Supervision

About 28.4% of the teachers indicated that negative attitude of teachers towards supervision was a problem to principals’ role in enhancing teachers’ professional development. The principals interviewed also expressed that some teachers were reluctant to participate in supervision exercise. These teachers maintained that any form of supervision should be to the newly posted teachers and the BoM teachers. They viewed supervision as a fault-finding activity aimed at catching them doing the wrong and a tool to control and intimidate teachers. Regarding this issue, a principal commented thus:

Many teachers especially the lazy ones were against checking of teachers’ professional tools, such as lesson notes, schemes of work and records of work covered, and, as a result, they resisted any attempt to examine their artifacts of teaching.

This finding agrees with the findings of Ayse (2002) on supervision of teachers in Turkish Private Schools that teachers felt supervision was an intrusion into their instructional practices. Teachers’ negative attitude towards supervision contradicts the essence of supervision which is meant to be a process of providing support and guidance to the teacher. Hence, teachers’ negative attitude towards supervision practices is considered a major
stumbling block to successful school-based supervision and further a hindrance to professional competence.

4.6.4 Shortage of Teachers

Some 27.3% of the teachers indicated that shortage of teachers affected the supervisory role of the principals. Almost all the principals from the sampled schools acknowledged the fact that they did not have adequate number of teachers in school. According to the principals, DEO and DQASO interviewed, they observed that shortage of teachers in the district was an unfortunate situation which not only inhibits supervision and teachers’ professional development but equally has a negative effect on students’ academic performance in the district.

One of the principals confided in the researcher that sometimes sending a teacher to attend programme organized outside the school was always a difficult decision because when the teacher returns to school he/she has accumulated a lot of classroom workload. The findings also revealed that some of the well-established secondary schools in the district were not spare of inadequate staffing. One of the principals noted that supervising teachers who are so loaded with responsibilities does not present a good image of the principals so instead, supervision of teachers is ignored.

4.6.5 High workload on Teachers

About 16.6% of the teachers who responded to the challenges faced by supervisory role of principals in enhancing teachers’ professional development indicated that the teachers were overworked, since they were involved in both curricular and extra-curricular activities, hence availing themselves for supervision was a challenge. Majority of the principals interviewed cited that teachers were overburdened with responsibilities. And this circumstance made supervision of teachers by principals unrealistic.

Some principals expressed that when teachers are involved in both curricular and extra-curricular activities which is always the case, asking teachers to meet datelines or
sending him/her to attend development programmes outside the school is rather inconceivable. Principals instead allow teachers to work without either formal or informal supervision exercise.

### 4.6.6 Poor Communication

Poor communication was indicated by the teachers to be a challenge faced by principals. About 21.2% of the teachers noted that there was communication barrier between the teachers to be supervised and the principals. The teachers noted that sometimes when principals are notified about planned professional development programmes from KEMI, TSC or DEO, the principals either forget to inform the teachers so as to avoid being involved financially or they are too committed to remember such information and relay to teachers concerned. Poor communication affects teachers’ professional development especially when these teachers who are supposed to be beneficiaries of these programmes are not duly communicated.

### 4.6.7 Administrative Incompetence

According to data obtained from the teachers, 12.4% of the teachers indicated that some of the principals were not competent enough to supervise teachers. Their incompetence was a result of not availing themselves for in-service training. Consequently, they lacked the skills to supervise teachers or to plan for teachers’ professional development programmes. A principal argued that lack of necessary supervisory skills which some principals did not acquire made them unprepared to supervise effectively. Regarding administrative incompetence, a principal had this to say:

> Some principals are not sufficiently prepared to supervise teachers. They lacked supervisory skills, knowledge and sometimes fear their supervisory roles. Some principals tend to frustrate teachers deliberately and, therefore, do not carry out professional supervision.

Comments regarding deliberate neglect of supervisory roles on the part of principals appeared to be on the minority in this study, but by no means insignificant.
4.6.8 Limited opportunities to attend Professional Development Programme

Limited opportunities to attend professional development programme was indicated by 8.6% of the teachers as being a challenge to the supervisory role of the principals. The teachers noted that the MoE, TSC and the DEO did not have a strategic plan for staff development in the district; consequently when professional development programme was organized, it was often in ad-hoc approach. There was no consistency or follow-up. When organized during school hours or holiday, most teachers or the principals were unable to attend such programme. Appropriate time which would encourage teachers and principals’ attendance of professional development programme can be drawn up in consultation with the schools in the district. This will assist both principals and teachers to attend the needed competence that the present education system demands. Other challenges mentioned during the interview included the following:

Inadequate facilities and instructional materials

Some schools sampled lacked basic requirements needed to improve staff efficiency. Lack of facilities affected the methods of teaching and learning used in schools. As a result many teachers did not stay in one station for long. This situation was more pronounced with some mixed day secondary schools that mostly depended on well-wishers and parents from the community to finance some of the school projects. One of the principals quipped thus, “in mixed day secondary schools, some teachers even seek transfer to other schools that were perceived to offer better working conditions”.

The availability of facilities and instructional materials meant that teachers could save time for extra work on the part of students since many of the activities could be done practically. However, this was a missing aspect in most sampled schools. This finding agrees with the views of Digolo (2003) who observes that the maintenance of factors such as curriculum, instructional materials, equipment, school management, teacher training and resources are some of the indicators of quality education.
**Students’ indiscipline**

Data obtained from the interview with principals, DOE and DQASO also indicated that schools within the sample experienced student indiscipline problems. In most mixed day secondary schools, the major problems indicated by the respondents were drug abuse, fighting, student absenteeism from school, failure to do assignment and disobedience to teachers. It was revealed that students’ indiscipline could have been the result of the ban on corporal punishment in Kenya education system; hence, students felt they can do anything without reprimand from school authority. Boarding schools in the sample study had a fair share of students’ indiscipline which included failure to do assignment and pilfering in hostels.

The DQASO acknowledged that “students’ indiscipline behaviour was a serious challenge as it shows resistance to the management of the school”. A principal also noted that, pilfering was a contributory factor to text book shortage in schools. In fact some principals interviewed said that “Stealing of property was much when form ones report and that text books stolen were sold in other schools”.

Fighting among students was another form of indiscipline that disrupted learning process in schools and posed a challenge to principals’ supervisory role in school. One of the principals commented that “it takes a lot of time solving cases of fighting among students and when suspended, students take a lot of time at home at the expense of their studies”. It thus indicates that most secondary schools in Kitui West were yet to utilize alternative discipline strategies to assist students in their behaviour. A principal commented that students’ indiscipline works contrarily to his effort to supervise the school and ensure acceptable moral among students.

These findings on the challenges faced by supervisory role of principals in enhancing teachers’ professional development concur with the study of Mito and Simatwa (2012) on challenges faced by newly appointed principals in the management of public secondary
schools in Bondo district, Kenya. The study revealed that newly appointed principals in public secondary schools face challenges in the management of students, teachers, finances, support-staff, inadequate instructional materials and those that arise from parental involvement in school activities. Hence, these constraints militate against principals’ supervisory role in enhancing Teachers’ Professional Development.

4.7 Suggestions on Possible Solutions to curb the challenges faced by Supervisory role of Principals in enhancing Teachers’ Professional Development

This section presents suggested solutions to the challenges faced by the supervisory role of principals in enhancing teachers’ professional development in secondary schools in Kitui West District. The responses of teachers on the same are presented on Table 4.8 below.

Table 4.8: Teachers’ responses on the possible solution to the challenges faced by supervisory role of principals in enhancing teachers’ professional development

<table>
<thead>
<tr>
<th>Possible solution to the challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of funds by Government</td>
<td>50</td>
<td>46.7</td>
</tr>
<tr>
<td>Employment of more teachers</td>
<td>40</td>
<td>33.3</td>
</tr>
<tr>
<td>Effective communication</td>
<td>29</td>
<td>24.2</td>
</tr>
<tr>
<td>Continuous retraining</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Motivation policy</td>
<td>21</td>
<td>17.4</td>
</tr>
<tr>
<td>The role of MoE and TSC</td>
<td>33</td>
<td>28.2</td>
</tr>
<tr>
<td>Alternative sources of fund</td>
<td>24</td>
<td>20.5</td>
</tr>
</tbody>
</table>

4.7.1 Provision of Funds and Bursaries by Government

About 46.7% of the teachers indicated that the government should provide adequate funds and bursaries to schools as at when due. This fund will enable principals to implement
school’s strategic plan on teachers’ supervision and professional development. Timely disbursement of funds to schools will help principals to adequately supervise teachers since adequate teaching-learning resources will be made available to enhance teachers’ competence and performance.

4.7.2 Employment of more Teachers

About 33.3% of the teachers suggested the need for TSC to employ more teachers. This aims to allow principals to be up to date with their supervisory role of ensuring that teachers are supervised regularly and provided with opportunities for professional development. During the interview with principals, DEO and DQASO, they all acknowledged that the TSC should revisit the staffing needs of schools in the district and should response with urgency in addressing the current shortage of teachers in schools. According to one of the principals “the TSC was not living up to its responsibilities because in my school there were about 380 students with only 3 teachers staffed by the TSC”. In this case, effective staffing will allow principals to plan for teachers’ supervision as well as delegating duties to competent teachers.

However, shortage of teachers in school affects the smooth functioning of schools in Kitui West and this may be one of the reasons why both teachers and principals are overloaded with curricular and extra-curricular responsibilities. If the present trend of overburdened teachers and administrators is not reversed, teachers’ supervision and professional development can as well be outlawed. The TSC has to embark on massive recruitment drive to alleviate teachers who feel they are overworked but receive very little pay. This will also help curb teaching-staff turn-over.

4.7.3 Effective Communication

Effective communication was also indicated by teachers as a possible solution to poor communication network currently experienced among some teachers and their principals. About 24.2% of the teachers suggested that effective communication and involvement of
teachers in professional development programme will help teachers in particular to gain new knowledge and confidence in addressing the inevitable challenges of teaching-learning environment. Effective communication according to one of the principals will help school administration to have the cooperation of his/her staff in realizing the goal of supervision and teachers’ professional development. Without effective and adequate communication, teachers’ negative attitude and resistance to supervision exercise will remain unchanged.

4.7.4 Continuous Training

Continuous training of both teachers and principals was indicated by the teachers in their response. Among those who responded, 16% of the teachers suggested the need for principals to attend continuous training that will foster acquisition of relevant skills for supervision of teachers. From the interview with principals, majority of principals suggested that in order to address the challenge of administration incompetence, there was need for administrators to be retrained through planned regular and follow-up workshop and seminars. They said that through these training sessions, some principals who are yet to acquire relevant administrative skills will be equipped with skills necessary to supervise teachers and be able to organize professional development programme that will foster teachers’ competence. Furthermore, a significant number of principals also acknowledged that their teachers needed regular planned capacity building programme to help them transform their negative attitude about supervision.

This finding agrees with the study carried out by Torff (2003) who observes that all teachers at whatever level will need continuous upgrading not only in areas of skill, knowledge and abilities, but through various forms of experiences and reflection on professional experience. Principals and teachers will need to undergo continuous sustained professional development programme that will enable them to be effective in their respective role.
4.7.5 Motivation Policy

Motivation of principals was one of the responses of teachers. About 17.4% of the teachers indicated that motivating principals in form of providing responsibility allowance or any other incentive will sustain principals’ willingness and effectiveness in supervision of teachers. Motivation of principals is necessary to keep them active in their role of providing effective supervision that promotes teachers’ professional development. The principals interviewed expressed that one of the ways of helping both principals and teachers in their professional development is for the school administration through the MoE to setup a motivation policy for both principals and teachers. They further added that incentive such as money, holiday tour, and health bill subsidy will greatly help both teachers and principals to be effective in their designated responsibilities.

4.7.6 The Role of MoE and TSC

The teachers also indicated the role of the MoE and TSC in the provision of regular professional development programme to teachers. About 28.2% of the teachers suggested that the MoE and TSC should be more proactive in their role towards ensuring that regular seminars, workshops and other capacity building programmes are timely organized for both teachers and principals. These professional development institutions (MoE and TSC) could subsidize for teachers attending these programmes. Such will guarantee maximum participation of teachers in professional development programmes. Also, the proximity to the venue of such programme can either encourage teachers or prevent them from participating. It is therefore important to decentralize the planning and organizing of professional development programme to foster better participation.

4.7.7 Alternative Sources of Funds

About 20.5% of the teachers suggested the need for principals to identify alternative sources of funds that will help schools in funding projects like staff development programmes when government’s fund is delayed. In the same view, the principals, DEO and DQASO
interviewed were of the opinion that the principals should identify well-wishers and NGOs in the community for donation in order to help ameliorate occasions of delayed disbursement of fund or when parents are unable to pay school levies. The DEO suggested that most schools need to harness the resources they have in their schools through appropriate utilization of ancillary projects such as bee-keeping, poultry farm, renting of school sport arena and other school facilities when not in use.

The aim according to DEO was to help principals implement their strategic plan for their schools when the government fails to release school budget on time and parents are unable to fulfill their pledges of paying school levies. Alternative sources of funds are important avenues for any school; therefore, principals should identify areas or projects in the school community that can assist the school in provision of fund for implementation of staff development. Other solutions mentioned during interview with the principals included:

**Strengthening schools’ guidance and counseling department**

Principals interviewed stressed that one way to help teachers and indiscipline students was to ensure that the guidance and counseling department was well-staffed with competent counselors. One of the principals expressed that school administrators must devise appropriate strategies and alternative discipline strategies to address cases of indiscipline behaviour common in schools which affect supervision of teachers. The principal further elaborated thus:

Indicting a teacher for absenteeism when there are few teachers in school or suspending students from school due to ill-manner behaviour will not help the school or the defaulter in question. I suggest that guidance and counseling department should mobilize all necessary available resources to guide both teachers and students who stray from the decorum of the school.

Therefore involving all stakeholders (students, teachers, school authority, community elders, and religious groups) in discipline cases that involve students and teachers will yield a productive result and allow principals substantial time for supervision activities.
Effective delegation of responsibility

Majority of principals interviewed agreed to the fact that the only way to be effective administrators is to understand and apply the art of delegation. A principal noted that delegation was one of the ways of ensuring that teachers are developed professionally and further allow principals to attend to serious administrative commitment.

One of the principals disagreed with the idea of delegation. According to the principal, “teachers cannot be trusted with serious administrative responsibilities because of the fear of disappointment by the teacher who will fail to do what he/she was delegated to do”. Be as it may, delegation is a vital tool for any administrator. It can help principals to devolve the multi task roles they play in school and allow them time to focus on essential aspects of school administration such as supervision of teachers and their professional development.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations based on the findings of the study. It also suggests areas for further research.

5.2 Summary of Findings

This study aimed to investigate the supervisory role of principals in enhancing teachers’ professional development in secondary schools in Kitui West District, Kenya. The study was guided by the following research questions:

i. What are the supervisory skills needed by the principals in supervision of teachers in Kitui West District?

ii. What supervisory activities are carried out by principals to enhance teachers’ professional development?

iii. Which professional development programmes are available for teachers in Kitui West district?

iv. What are the challenges faced by supervisory role of principals in enhancing teachers’ professional development in Kitui West district?

v. What are the possible solutions to the challenges faced by supervisory role of principals in enhancing teachers’ professional development?

The review of relevant literature in the study focused on the following themes: supervision skills needed by the principals; principals’ supervisory activities; teachers’
professional development programmes and challenges faced by supervisory role of principals in enhancing teachers’ professional development.

The study used both quantitative and qualitative research paradigms (descriptive survey and phenomenology designs). Stratified sampling and purposive sampling techniques were used to select participating schools. The sample consisted of 15 principals, 120 teachers, 1 DEO and 1 DQASO in Kitui West District. Data was obtained from the respondents by the use of questionnaires, interview guide and document analysis guide. The quantitative data collected was analyzed using descriptive statistics (frequency, percentage and chart) with the help of SPSS computer programme version 20, while the qualitative data were summarized in themes based on research questions and presented in narrative form and direct quote from participants.

From the findings of the study, most principals have acquired supervisory skills such as evaluation skill, human-relation skill, motivation skill, disciplinary skill among others through further studies, in-service courses, seminars, workshop and conferences. It was also revealed that some principals still require continuous training in the area of ICT, assessment of professional records and time management skills in order to keep them updated with skills of effective supervision.

It was also found that the principals’ supervisory activities such as checking of teachers’ professional records, classroom visit, collegial supervision (team teaching) among other supervisory activities were mostly delegated to HoDs, Subject heads and Deputy principal. Principals had limited role in supervisory activities that should lead to teachers’ professional development. It was also revealed that one of the mostly used supervisory activities was checking of teachers’ professional records. Furthermore, it was found that some principals replace actual supervision of teachers with staff briefing.
On principals’ role in organizing teachers’ professional development programme, it was revealed that the principals play a vital role through encouraging, motivating and availing resources to teachers to attend professional development programme. While there were seminars and workshops programmes for teachers’ professional development in Kitui West District, some principals in the study involved teachers mostly in outside of school seminars, workshops and in induction programme. Others were unable due to financial constraint, timing of the programme and lack of opportunity for newly employed teachers. However, much has to be done to help teachers understand that professional development can only be attained through personal responsibility and commitment.

About the challenges faced by supervisory role of principals in enhancing teachers’ professional development, it was revealed that financial constraints, time constraints, teachers’ negative attitude towards supervision, high workload on teachers, shortage of teachers, poor communication, administrative incompetence and limited opportunities to attend professional development programme were obstacles militating against the supervisory role of principals in enhancing teachers’ professional development.

The solutions to these challenges were proposed to include the following: the provision of funds by government, employment of more teachers to alleviate high workload on teachers, effective communication on supervision of teachers and teachers’ professional development programme, continuous retraining of both teachers and principals for skills and attitudinal change, motivation policy for principals, MoE and TSC role in provision of opportunities for teachers’ competence and generating alternative sources of income to assist schools in professional programme for teachers.
5.3 Conclusion

This study investigated the supervisory role of principals in enhancing teachers’ professional development in secondary schools in Kitui West District, Kenya and concluded that supervisory role of the principals can only be ensured through continuous in-service training to update principals’ supervisory skills. Acquisition of effective supervisory skills such as evaluation skills and human-relation skills will help foster effective supervision of teachers.

Adequate provision of supervisory activities and professional development programme such as induction, team teaching, classroom visit or checking of teachers’ professional records will help teachers develop the competence needed in teaching profession. However, ineffective supervision of teachers by principals as a result of numerous problems, such as financial constraint, time constraint, teachers’ negative attitude towards supervision among others can be remedied through adequate provision of fund for teacher professional development, continuous training of both principals and teachers and employment of more teachers in school.

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made in order to improve principals’ supervisory role in enhancing teachers’ professional development in secondary schools in Kitui West District:

- The Ministry of Education, Teachers’ Service Commission as well as other professional bodies in the education sector should develop a strategic plan on periodic capacity building workshops for educational administrators on supervision of teachers.
- The Ministry of Education should ensure that adequate training is offered to student-teachers before they are posted to schools and a follow-up should be provided on a
systematic programme of supervision to ensure that teachers are involved in supervision exercise.

❖ The Ministry of Education should embark on rebranding the concept of teachers’ supervision. Terms like quality assurance, quality assessment or quality appraisal can replace supervision to help reduce teachers’ negative attitude towards supervision exercise.

❖ The Ministry of Education should allocate adequate funds to schools for teachers’ professional development.

❖ Principals should devise strategies of involving old students’ associations, Non-Governmental Organizations (NGOs), communities, philanthropists and other development partners to enhance effort of raising fund that will sustain teachers’ professional development programmes.

❖ Principals should develop school income generating projects to alleviate current financial problems that result in limited opportunities for professional development of teachers and inadequate facilities.

❖ The principals should provide constant and adequate information to the teachers on supervision activities as well as professional development programme organized in or outside the district to facilitate teachers’ participation.

❖ School principals should collaborate with relevant stakeholders to promote capacity building of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects.

❖ The Ministry of Education should set up a motivation policy and ensure that responsibility allowance for the principals is given due consideration.

❖ Teachers Service Commission should reduce the work load of principals so that they can have adequate time to supervise teachers; and should further embark on massive
recruitment of competent teachers so as to alleviate the shortage of teaching staff currently experienced in schools.

- The Ministry of Education and the TSC should decentralize professional development programme centres to the district level. This will ensure full participation of teachers within their respective districts.

5.5 Areas Recommended for Further Research

The current study investigated the supervisory role of principals in enhancing teachers’ professional development in secondary schools in Kitui West District, Kenya. The study did not consider principals’ supervisory role in enhancing teachers’ professional development in other districts other than Kitui West district.

In addition, the study only covered the supervisory skills needed by principals in teachers’ supervision; the supervisory activities used by principals in enhancing teachers’ professional development; the professional development programmes available for teachers as well as the challenges faced by principals in enhancing teachers’ professional development. Hence, the research recommended the following salient areas for further research:

1. Research could also be carried out to investigate the supervisory role of principals in enhancing teachers’ professional development in other districts in the country.
2. Research could be carried out to investigate the level of implementation of teachers’ professional development policies in secondary schools in Kenya.
3. Research could be carried out on the role of teachers in teachers’ professional development in secondary schools in Kenya.
REFERENCES


Dear Sir/Madam,

I am a post-graduate student from Catholic University of Eastern Africa, Nairobi. I am carrying out a study on the Supervisory role of Principals in enhancing teachers’ professional development in secondary schools in Kitui West District. The study is expected to be of use to principals, teachers, education policy makers and other education stakeholders in decision making concerning effective and regular provision of Teachers’ professional development. I will be grateful if you assist me by filling this questionnaire in your capacity as a teacher.

Kindly answer these questions as honestly and precisely as possible. Responses will be treated as confidential and will only be used for this research study.
Thank you in advance for your cooperation and assistance.

Umoh Benedict.
Instruction

➢ Please do not write your name anywhere on this questionnaire.
➢ Put a tick (√) where appropriate
➢ For structured questions, answer as briefly as possible.

PART A: Demographic Information.

1. What is your gender?
   Male ( )        Female ( )

2. Which age category do you belong to?
   Below 30 years ( )
   30-35 years ( )
   36 – 40 years ( )
   41-44 years ( )
   45 – 55 years ( )
   Above 55 years ( )

3. What is your designation in the school?
   Subject Teacher ( )
   Class teacher ( )
   Head of Subject ( )
   Head of Department ( )
   Deputy Head teacher ( )
   Others (specify) _______________

4. What is your professional qualification?
   KSCE Certificate ( )
   Diploma ( )
   B. Ed ( )
PART B: Principals’ Supervisory Activities in enhancing Teachers’ Professional Development.

5. The following are Principals’ supervisory activities that enhance teachers’ professional development. Indicate with a tick (✓) in the appropriate box the extent to which you agree or disagree with these statements. The scale is rated from the highest to lowest degree of agreement in the following order: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D) 1 = Strongly Disagree (SD)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>Principal plans and directs internal workshops and seminars to improve teachers’ competence</td>
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<tr>
<td>Principal works with teachers individually and in groups to identify and solve common classroom problems</td>
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<td>Principal authorizes procurement of recommended books to enhance teachers’ competencies</td>
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<td>Principal does not conduct regular visit to classrooms</td>
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<td>Principal informs teachers to attend district and national meetings on handling their teaching subjects</td>
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<td>Principal encourages teacher-to-teacher supervision to improve teaching effectiveness</td>
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<td>Principals advises HoDs to check teachers’ professional records to identify discrepancies that need improvement</td>
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<tr>
<td>Principal provides feedback to teachers after classroom observation for future improvement</td>
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SECTION C: Principals’ role in Teachers’ Professional Development Programmes

6. The following statements express principals’ role in teachers’ professional development programmes. Indicate with a tick (✓) in the appropriate box the extent to which principals carry out this role. The scale is rated from the highest to lowest degree of agreement in the following order: 5 = Always (A), 4 = Sometimes (S), 3 = Undecided (U), 2 = Rarely (R), 1= Never (N).
### STATEMENTS

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<tr>
<th>Statements</th>
<th>A</th>
<th>S</th>
<th>U</th>
<th>R</th>
<th>N</th>
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<tr>
<td>School-based seminars and workshops are organized by principals to improve teaching</td>
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<tr>
<td>Principal encourages teachers to attend in-service courses to improve teaching effectiveness</td>
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<td>Principal invites subject specialists and resource persons from Ministry of Education to help teachers improve teaching effectiveness</td>
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<tr>
<td>Principal encourages teachers to acquire ICT skills and use them for teaching</td>
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<td>Principal encourages team teaching in various departments in the school</td>
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<td>Principal advises HoDs to conduct induction programme for newly posted teachers</td>
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<td>Teachers are motivated by the principals to attend professional development programmes</td>
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<tr>
<td>Teachers pay to attend professional development programmes</td>
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</table>

7. Have you attended any professional development programme in your own area of specialization for the past one year?

(i). Yes (  )       No (  )

(ii). If “yes” which content area did you cover?

________________________________________________________________________
________________________________________________________________________

(iii). If “no” what could have been the reason for not attending the program?

________________________________________________________________________
________________________________________________________________________

SECTION D: Challenges faced by Principals’ supervisory role in enhancing Teachers’ Professional Development
8. What are the four (4) main challenges faced by principals’ supervisory role in enhancing teachers’ professional development in this school?

(i)________________________________________________________________________
(ii)________________________________________________________________________
(iii)________________________________________________________________________
(iv)________________________________________________________________________

SECTION E: Possible Solutions to the Challenges faced by principals’ supervisory role in enhancing Teachers’ professional development

9. Suggest four (4) possible solutions to remedy the challenges that principals face in enhancing teachers’ professional development.

(i)________________________________________________________________________
(ii)________________________________________________________________________
(iii)________________________________________________________________________
(iv)________________________________________________________________________
APPENDIX II: INTERVIEW GUIDE FOR PRINCIPALS

SECTION A: Demographic Information.

1. Gender: male (  ) female (  )
2. What is your professional qualification?
3. How long have you served as a principal?

SECTION B: Interview Questions

4. What are the supervisory skills you have acquired that has enabled you to be effective in supervision of teachers in your school?
5. How do you ensure that the skills you acquired are relevant and up-to-date for supervision of teachers?
6. To what extent has the supervisory skills acquired helped you to supervise teachers?
7. What supervisory activities do you organize for your teachers in your school?
8. How effective are the supervisory activities in addressing teachers’ professional needs?
9. What further skills would you want to acquire to help you in supervision of teachers?
10. During the past one year, have you organized any professional development programme in your school to help improve teachers’ competence? How was teachers’ response towards the programme?
11. How beneficial was the professional development programme to the teachers in equipping them with competence needed in classroom management?
12. How does your school address the financial demand involved in organizing professional development programme for teachers?
13. From your experience, does the budget for teachers’ professional development programme sufficient?

14. Mention four (4) challenges you encounter in ensuring teachers’ professional development?

15. Suggest four (4) possible solutions to remedy the challenges faced by principals in enhancing teachers’ professional development?
APPENDIX III: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICERS

SECTION A: Demographic Information

1. Gender: male ( ) female ( )
2. What is your professional qualification?
3. How long have you served in your current position?

SECTION B: Interview questions

4. In your opinion, do you think the initial skills acquired by the principals before resumption of office equip them adequately to supervise and manage teachers?
5. What opportunities do principals have to acquire further skills for supervision of teachers?
6. What supervisory activities do you think principals should organize to enhance teachers’ professional development?
7. What professional development programmes are available for your teachers in the district?
8. How often do you organize professional development programmes for your teachers in a year? What would you say about teachers’ response when professional development programme is organized in the district?
9. Do you have budget for training and development of teachers in your district? How do you ensure that this budget is used for teachers’ development programmes in your district?
10. From your experience, what are the major challenges hindering effective teachers’ supervision in Kitui West district?
11. What measures do you think should be put in place to overcome these challenges?

APPENDIX IV: DOCUMENT ANALYSIS GUIDE

1. Name of your school___________________________________________

2. School type: Boys only ( )   Girls only ( )   Co-educational ( )

<table>
<thead>
<tr>
<th>Documents to be analyzed</th>
<th>Type of information (Analysis of details)</th>
<th>Remark</th>
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<tbody>
<tr>
<td>Scheme of work</td>
<td>(i). Is it available?</td>
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<td></td>
<td>(ii). Does it follow approved syllabus?</td>
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<td></td>
<td>(iii). Instructional Resources indicated?</td>
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<td></td>
<td>(iv). Is it checked and signed by Principal?</td>
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<tr>
<td>Records of work</td>
<td>(i). Is it up to date?</td>
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<td></td>
<td>(ii). Is it in line with lesson plan &amp; schemes of work?</td>
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<td></td>
<td>(ii). Is it checked regularly by the principal?</td>
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<tr>
<td>Teachers’ lesson plan</td>
<td>(i). Are objectives SMART?</td>
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<td>(ii). Is it signed by the principal?</td>
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<tr>
<td>Teachers’ lesson book</td>
<td>(i). Is it available?</td>
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<td></td>
<td>(ii). Is it in line with scheme of work?</td>
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<td></td>
<td>(iii). It is signed by the principal?</td>
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<tr>
<td>Staff meeting Book</td>
<td>(i). Is there indication of already organized teachers’ development programme for the past one year?</td>
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<td>What is the frequency?</td>
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<td>What was the area of focus?</td>
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</table>
TO WHOM IT MAY CONCERN

Re: Umoh Benedict MED 1020388: Master of Education Degree Thesis Research

I am writing to introduce to you Umoh Benedict a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist him to accomplish his academic research requirements.

Benedict’s Master of Education Degree specialization is Educational Administration and Planning. He has completed all course work requirements for this Programme. However, every student in the Programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly Benedict’s proposal for research has been approved. He will conduct research on the following topic:

"Supervisory Role of principals in enhancing teachers’ professional development in secondary schools in Kitui West District, Kenya"

Thanking you in advance for any assistance you will offer Benedict.

Sincerely

[Signature]

Dr. Sr. Marcella Momanyi
Head of Department
Educational Administration and Planning
APPENDIX VI: LETTER FROM NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404-245
Fax: 254-020-2213215
When replying, please quote
secretary@ncst.go.ke

Date: 22nd May 2013

Our Ref: NCST/RCD/14/013/760

Benedict Umoh
The Catholic University
of Eastern Africa.
P.O Box 62157-00200
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 9th May, 2013 for authority to carry out research on “Supervisory role of principals in enhancing teachers’ professional development in secondary schools in Kitui West District, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Kitui West District for a period ending 30th June, 2013.

You are advised to report to the District Commissioner and District Education Officer, Kitui West District before embarking on the research project.

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

DR. M. K. RUGUTT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kitui West District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."
APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Prof. Dr./Mr./Mrs./Miss/institution
Benedict Umoh
of (Address) The Catholic University
of Eastern Africa,
P.O. Box 62157-00200, Nairobi,
has been permitted to conduct research in

Kitui West District
Eastern Province

on the topic: Supervisory role of principals in enhancing teachers' professional development in secondary schools in Kitui West District, Kenya.

for a period ending: 30th June, 2013.

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

(GP/KdT/655/1/11/10/2011)

(CONDITIONS—see back page)
MINISTRY OF EDUCATION

REPUBLIC OF KENYA

DISTRICT EDUCATION OFFICE

Tel: 0724327435, email: deokituiwest@yahoo.com

P.O BOX 58 -90205,

KABATI - KITUI,

27/5/2013

Our Ref: KTW/RESC/VOL1/ 16

TO

ALL PRINCIPALS

KITUI WEST SECONDARY SCHOOLS

RE: RESEARCH AUTHORIZATION

Reference is here made NCST/RCD/14/013/760 dated 22ND May 2013 from The Catholic University of Eastern Africa that Benedict Umoh to carry research on Supervisory Role of principals in enhancing teacher professional development in secondary schools in Kitui West District, Kenya for a period ending 30th June, 2013.

Therefore the purpose of this letter is to allow Mr. Benedict Umoh to carry out his research on the above topic.

Please accord him any necessary assistance.

A.M MUSEE
For DISTRICT EDUCATION OFFICER
KITUI WEST
APPENDIX IX: MAP OF KENYA SHOWING KITUI COUNTY

Source: Google Maps (Retrieved 31/7/2013)

KEY: KITUI COUNTY

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APPENDIX X: MAP OF KITUI COUNTY SHOWING AREA OF STUDY – KITUI WEST DISTRICT

Source: Google Maps (Retrieved 31/7/2013)

KEY: KITUI WEST (STUDY AREA)