

**THE EFFECTS OF SUPERVISION ON ACADEMIC PERFORMANCE IN  
SECONDARY SCHOOLS IN OLLESSOS DIVISION, NANDI EAST  
DISTRICT**

**BY**

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## DECLARATION

I Simatwo Samuel Kipruto do hereby declare that this is my own original work and it has never been submitted for any award to any university or for publication.

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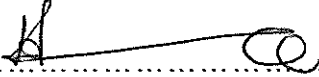
**APPROVAL**

This research report has been conducted and submitted under my guidance and supervision.

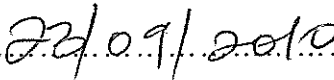
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**DATE:**

  
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## **DEDICATION**

I dedicate this piece of work to my wife Priscillah, daughters , Mary, Sarah and my sons Ammon and Abed for their tireless efforts and support during my studies

## **ACKNOWLEDGEMENT**

I am indebted to a number of people who have guided me and provided constructive criticism throughout the course of this study.

First of all, I am very grateful to my supervisor Mrs. Hellen Semivule and wish to express my profound gratitude for her patience and parental guidance throughout the course of this study inspite of the author's laxity. Her critical perusal of the work has contributed to much of what is contained in this manuscript.

Acknowledgement is also made to my friends and course mates for the support extended when I contacted them on various issues.

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## ABSTRACT

The study sought to establish the effects of supervision on academic performance in secondary schools in Ollesos Division, Nandi East district.

Forty (40) respondents who included teachers, students and, board of governors' members were selected for the study from five (5) schools in Olleso Division, Nandi East district. The schools were both government aided and privately owned big and small in size.

The data was collected using questionnaires discussions and structured interview schedule. The results of the study indicated that the effect of supervision on academic performance of students in secondary schools was too enormous. It affected school grades and led to better performance of students academically.

The results of the study indicated further that headteachers indeed performed their role of lead supervisors in secondary schools, which in return brought about good academic performance of students.

The results of the study indicated further that there existed a number of other factors other than supervision which can bring about better academic performance among students in schools.

In conclusion, the findings of the study reveal that headteachers performing their role as lead supervisors and a couple of other factors brought about good performance academically among secondary school students.

The recommendations of the study were:-

1. Supervision in secondary schools should be given first priority and should always be emphasized so that the supervising agents closely monitor all school activities.
2. Headteachers should perform their role as lead Supervisors in secondary schools so that performance of the students is improved.



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Age of Respondents

Sex of Respondents

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Pattern of responses about other factors affecting performance other than supervision

UCE results of some selected schools from 2001 – 2004 in Busimbi sub county.

## **CHAPTER ONE**

### **1.0 BACKGROUND TO THE STUDY**

Policy makers, planners in various education programmes and the government of Kenya realize the need and problems arising from lack of supervision in all government projects either internally funded or funded from outside. The idea of supervision of projects of all types arises from the need to establish the relevance of the projects in relation to social service delivery and establishing the proper use of funds remitted to the implementing authority (Williams, 1980).

Government agrees that the expansion of secondary education has vastly increased the responsibility for their management and supervision. Government further concurs that because in most established schools enrolments have increased considerably and that new schools have proliferated all over the country, their effective supervision and management by the Ministry of Education Headquarters has become difficult. Government also agrees that the present management and supervision procedures for secondary schools are ineffective and that the disparities among schools in terms of size, location and facilities demand differentiation in responsibility, supervision and management styles. Government recognizes the need for flexibility and for consideration of the increasing contribution of parents through management committees and board of governors to the cause of education in the country.

The purpose of education is to make a complete person and the completeness of personality comes as a result of proper performance of the person while at school.

### **1.1 PROBLEM STATEMENT**

The prime function of supervision is to enhance implementation of roles and responsibilities to improve performance in organizations. However, there is poor performance in some schools and one wonders whether this has been brought about by inadequate supervision by the responsible persons. It is upon

this background that this study was organised to identify the impact supervision has on performance.

## **1.2 PURPOSE OF THE STUDY**

The purpose of the study was to investigate the effects of supervision on academic performance in selected secondary schools.

## **1.3 OBJECTIVES OF THE STUDY**

The specific objectives of the study were:-

- i) To establish the effect of supervision on academic performance of students in secondary schools.
- ii) To find out whether headteachers perform their roles as lead supervisors in secondary schools.
- iii) To identify other factors other than supervision affecting academic performance in secondary schools.

## **1.4 RESEARCH QUESTIONS**

- i) What is the effect of supervision on academic performance of students in secondary schools?
- ii) To what extent do headteachers perform their roles as lead supervisors in secondary schools?
- iii) Have headteachers performed their roles as lead supervisors in secondary schools?
- iv) What could be the other factors other than supervision affecting academic performance in secondary schools?

## **1.5 OPERATIONAL DEFINITIONS**

For the purpose of this study the following terms will be taken as:-

- a) Effects: the results of an influence or outcome of an activity.
- b) Supervision: the act of following up the smooth and proper running of an activity, project or programme.
- e) Academic performance: the outcome or result of an education on students.
- d) Secondary schools: the education level between primary and university or tertiary institutions.

## **1.6 SCOPE OF THE STUDY**

### **1.6.1 Geographical scope**

The study was carried out in Ollessos Division, Nandi East district.

### **1.6.2. Content scope**

The study sought to establish the effect of supervision on academic performance of students in secondary schools.

### **1.6.3 Respondent scope**

The study covered across section of respondents including headteachers, students, teachers and members of board of governors in secondary schools.

## **1.7 SIGNIFICANCE OF THE STUDY**

- a) The findings of the study will be used to sensitize the teachers, students and parents about the need for supervision in schools.
- b) The findings of the study will be used to identify the inadequacies of supervision in secondary schools and what can be done to improve the situation.
- c) The findings of the study will be used by government through the ministry of education to realize the relevancy of supervision in modeling academic performance and how the situation can be improved.
- d) The findings of the study will be used to improve the image of Board of Governors in their role of management and supervision of schools.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 INTRODUCTION

This chapter reviews literature written by scholars and collections from journals, periodicals and quarterly publications about the effect of supervision on academic performance in secondary schools.

#### 2.2 THE ROLE OF SUPERVISION

The concept of supervision of projects of all types arises from the need to establish the relevance of the project in relation to the social service delivery and establishing the proper use of funds remitted to the implementing authority, (Williams, 1980). The import of the above is that role of supervision in organisations that are charged with the responsibilities of social service delivery and funded by another organization from the implementing the project and the need to establish the proper utilization of project funds. The government of Kenya agrees that the expansion of secondary education has vastly increased the responsibility for their management and supervision.

Government further concurs that because in most established schools, enrolment has increased considerably and that new schools have mushroomed all over the country, their effective supervision and management by the Ministry of Education has become difficult. The government of Uganda further agrees that the present management and supervision procedures for secondary schools are ineffective and that the disparities among schools in terms of size, location and facilities demand differentiation in responsibility, supervision and management styles. Government further recognizes the need for flexibility and for consideration of the increasing contribution of parents through management committee and board of governors for the cause of education in the country (Government White Paper, 1992). From the above, the government of Kenya on the realization of the need to attract the parents into contributing to the cause of education called upon parents to form associations among themselves to manage schools. However, their main aim would be supervisory since they are not directly involved in day to day running

of schools. The members of board of governors supervise the schools in all activities inclusive of its performance since performance is the main and major indicator of success in schools. However this particular role has to be done in collaboration with the head teachers, teachers and students.

### **2.3 SUPERVISION AND PERFORMANCE**

Harris B. (1995) agrees that proper supervision of projects and schools improves performance of pupils in that school and further identifies that the major role of headteachers is to supervise the day to day activities of the school. The headteacher does this through encouraging teachers to attend to their classes, paying teachers' salaries in time, provision of scholastic materials and other pedagogical needs in schools. The provision of such services, needs a headteacher to move around the school to supervise them and his supervision will encourage good performance among the students of the school. In the United States of America, a study was carried out to identify the impact and need for supervision in management of organizations. A total of 50 projects were identified for the study, and of these projects some were not closely supervised and others seriously monitored and supervised and a conclusive study discovered that the performance of the closely monitored and supervised projects was higher than the others not closely supervised. The indicators for performance among others were increased clientele, improved services, job satisfaction among employees, increased sales and profits and above all improved public image. Therefore the use of close supervision led to and improved performance of the projects and thus success (Blanchard K. etal, 1977).

Another study carried out in Japan on the impact of supervision in Japanese electronic companies highlighted the relevance of supervision and improvement of the production sector. The study made conclusion that supervision as well as other factors led to improved performance and success of Japanese companies. Basing on the findings of the study, corporations established the rank of general supervisor in the hierarchy of administration of companies, a person who would be responsible for the supervision of

activities in the industry but reporting directly to the General Manager. (Glickman C.D, 1989).

The fundamental principle that the Headteacher must keep in mind at all times is that, he is to control processes and activities not people or teachers and students, he needs to manage people they control processes. Tools, processes, methods and techniques may be neat and helpful but they are inanimate. Alienated, empty and dehumanized people are not motivated to contribute. The proper approach for the headteacher is to avoid becoming enamored with techniques and to *use* people but rather to use techniques and love people (Graham S. B. 1991). This principle of Graham thus puts the heateacher in the capacity of a supervisor and an overseer of all the school activities which eventually brings about success of the school in relation to performance of students.

The active involvement of the headteacher in school activities provides the opportunity to "Walk the talk" and demonstrate integrity that builds trust, credibility and influence with teachers. By providing focus on controllable issues the headteacher can influence the system to defuse complaints about the system itself. Fact based decision-making and using logic and information to convince teachers contribute greatly to break down defensiveness and promotes commitment and motivation among teachers.

Believing in people and allowing them to develop their potential within the school enhances their chances to do a good job as people tend to live up to *the* expectations of the school, (Sheffield R. J-, 1990). This is further an exposition of the supervisory roles of the headteacher and the improvement of performance of the students and teachers in the school.

Harris B. (1980) reports that it is advantageous and improves performance monitored to evaluate their contribution to the general organization and iron out some of the weakness which may seem detrimental to the success of the organization. Supervision therefore enhances high performance towards the desired goals of the organization since performance is the main indicator of

economic growth then organizations have taken the role of supervision seriously to better their success (Kondo, Y. 1997). For the headteacher to identify the key processes within the school, to have the opportunity to manage each process and coordinate them to avoid the burden of managing the complexity of the entire school, as a single entity. This approach also provides the ability to focus on teacher process and thus benefit from such established techniques as process control, process capacity studies and process optimization.

Supervision will bring about coordination of organizational activities and promote proper utilization of funds in the organization. The supervision personnel make sure all the departments of the organization are closely monitored to evaluate their contribution to the general organization and iron out some of the weakness which may seem detrimental to the success of the organization. Supervision, therefore, enhances high performance towards the desired goals of the organization.



## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 INTRODUCTION**

The study sought to establish whether there is an effect of supervision on academic performance in secondary schools in Ollessos Division, Nandi East district. The study solicited people's opinions about the effect of supervision on academic performance in secondary schools in Kenya.

#### **3.2 RESEARCH DESIGN**

The study was conducted using a correlation research design. The design was selected in order to establish whether there was any effect of supervision on academic performance in secondary schools. This design was considered appropriate in an attempt to determine the effect of supervision on academic performance and the impact between the variables and the significance of any observed transformation and relationships.

#### **3.3 AREA OF STUDY**

The study was carried out in Ollessos Division, Nandi North district in Kenya.

#### **3.4 POPULATION AND SAMPLE**

The population from which the researcher obtained data comprised of all stake holders in secondary school education in Ollessos Division, that is to say, headteaches, teachers, students and some members of the Board of Governors. All subjects were interviewed to solicit their opinions about secondary schools. A total of 40 respondents randomly selected comprised the sample.

#### **3.5 RESEARCH INSTRUMENTS**

During the course of the study, the researcher used the following instruments: interviews, discussions, questionnaires and documentary evidence during the process of data collection.

- a) The data was not availed to the researcher easily since most of the respondents had mistrust and suspicions about the motives of the researcher.
- b) Since the researcher is a student, he is limited by time and financial resources that limited the size of the sample. Ideally the researcher would have surveyed each and every population.
- c) Inadequate data was provided by the respondents especially headteachers and members of the board of the governors for fear of exposing their incompetence as supervisors.

## CHAPTER FOUR

### 4.0 FINDINGS, PRESENTATION AND INTERPRETATION OF DATA

#### 4.1 INTRODUCTION

This chapter introduces the procedure used to analyse the data and also introduces the results of this study. The data collected through the different questionnaires administered to the subjects in the selected secondary schools was grouped, coded tabulated and frequencies and percentages were later used to establish the effect of the supervision on academic performance.

Preliminary procedure of data analysis involved obtaining the general characteristics and background information about the subjects and finally their effect on academic performance.

**Table 1: Age of Respondents:**

<b>Age range</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
14-20	14	35%
20-40	12	30%
40-50	8	20%
50-60	4	10
60-above	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Source:** Researchers' Questionnaire

The above table shows that out of the 40 respondents selected for the study, 14(35%) were in the age range of 14-20 years; 12(30%) were in the age range of 20-40 years; 8(20%) were in the age range of 40-50 years; 4(10%) were in the age range of 50-60 and 2(5%) were in the age range of 60 years and above.

Therefore, there were more respondents from the age range of 14-20 who took part in the study by filling the questionnaires, availing time for face to face interviews and discussions with the researcher during the course of data

collection because many people with this bracket were students and willing to assist. The next groups of 20-40 and 40-50 comprised mainly of teachers while the least group of respondents being in the age range of 60 years and above which was only 5% of the total sample population, was composed of members of boards of governors.

**Table 2: Sex of respondents**

SEX	FREQUENCY	PERCENTAGE
Female	20	50
Male	20	50
Total	40	100

Source: Researcher's questionnaire

From the table above, both males and females were equally represented in the study by 50% each.

**Table 3: Religious sect of the Respondents**

Religion	Frequency	Percentage (%)
Catholic	18	45%
Muslim	6	15
Protestant	14	35%
Others	2	5
Total	40	100%

Source: Researcher's Questionnaires.

From the table above, out of the 40 respondents that took part in the study, 18 respondents were Catholics which was represented by 45% of the total sample population, the table further reveals that 14 respondents were Protestants which was represented by 35% of the total sample population. The table reveals further that six (6) respondents were Muslims that were represented by 15% of the total sample population and lastly the table reveals

that two (2) respondents that were represented by 5% of the total sample population were people of other religious faiths.

Basing on statistics in the above table, it reveals that there were more Christians who took part in the study that is, 34 respondents represented by 80% of the total sample population. They participated in the study by answering the questionnaires and availed time for face-to-face interviews and discussions with the researcher while gathering the required information for the study.

**Table 4: Level of Education of the Respondents**

<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate	14	35
Diploma	8	20
1 <sup>st</sup> Degree	14	35
Masters	2	5
PhD	2	5
<b>Total</b>	<b>30</b>	<b>100</b>

Source: Researcher's questionnaires.

From the table above, out of the 40 respondents selected for the study, fourteen (14) respondents that were represented by 35% of the total sample population were educated up certificate level; 8 respondents that were represented by 20% of the total sample population were educated up to diploma level; fourteen (14) respondents represented by 35% of the total sample population were educated up to 1<sup>st</sup> degree level; two(5) respondents represented by 5% of the total population sample were educated up to masters level and two(2) respondents, represented by 5% of the total sample population were educated up to PhD level.

From the statistics on the table above, one can deduce that from the schools selected for the study, there were 26 respondents that were represented by 65% of the total population sample that were diploma and degree products

and this group of respondents formed the majority of subjects that took part in study by availing time for face to face interview and discussions and by helping in filling the questionnaires, which were given to them by the researcher in the due course of data collection.

The table above further revealed that there were four(4) respondents represented by 10% of the total sample population who were educated up to masters and PhD level. The researcher further established that these were headteachers and directors of the selected secondary schools who also participated in the study by availing time for face to face interview, discussions and by filling the general questionnaires which were circulated to them by the researcher.

**Table 5: Marital status of the Respondents**

<b>Status</b>	<b>Frequency</b>	<b>Percentage</b>
Married	14	35
Single	22	55
Divorced	2	5
Widowed	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

Source: Researcher's Questionnaires

From the table, out of the 40 respondents selected for the study, 14 respondents represented by 35% of the total sample population were married, 22 respondents represented by 55% of the total sample population were single, 2 respondents represented by 5% were divorced and two respondents represented by 5% of the total sample population were widowed.

#### **4.2. RESEARCH QUESTION**

What is the effect of supervision on academic performance of students in secondary schools?

**Table 6: Pattern of responses about the effect of supervision on academic performance**

Response	Frequency	Percentage
Strongly agree	24	60
Agree	10	25
Disagree	04	10
Strongly disagree	02	5
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Researcher's findings.**

The above table shows the responses from the respondents about the effect of supervision on academic performance. The results obtained in the table above indicate that 24 respondents out of the total sample population representing 60% strongly agreed that there is an effect supervision has on academic performance and that effective supervision can improve performance of students in secondary schools.

The above table further revealed that ten(10) respondents representing 25% of the total sample population agreed that supervision had an effect on academic performance. Three (4) respondents representing 10% of the total sample population disagreed that supervision had not no effect on academic performance, and lastly only two(2) respondents representing 5% of the total sample population strongly disagreed that supervision had an effect on academic performance.

#### **4.3 RESEARCH QUESTION 2**

To what extent do headteachers perform their roles as lead supervisors in secondary schools?

**Table 7: Pattern of responses about Headteachers performing their roles as lead supervisor in schools.**

Response	Frequency	Percentage (%)
Strongly agree	26	65
Agree	10	25
Disagree	2	5%
Strongly disagree	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Primary data (2009)**

The table above shows the responses from the respondents as to whether the headteachers perform their roles as lead supervisors in secondary schools.

The results obtained in the table above indicate that 26 respondents representing 65% of the total sample population strongly agreed that headteachers in secondary schools indeed performed their role as lead supervisors. This seemed to suggest that in addition to other duties bestowed upon headteachers they seemed to perform the role of lead supervisors which was quite vital for the performance of the school in general.

The above table further reveals that 10 respondents representing 25% of the total sample population just agreed that headteachers of secondary schools performed their roles as lead supervisors.

The table further revealed that out of the total sample population of 40 respondents the remaining four (4) respondents representing 10% of the total population sample did not see the headteachers as performing their role of lead supervisors.

#### 4.4 RESEARCH QUESTION 3

What could be other factors other than supervision affecting academic performance in secondary schools?

**Table 8: Other factors affecting academic performance in Secondary schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Motivation of teachers	12	30
Class room environment	10	25
Discipline	6	15
Presence of scholastic materials	6	15
Qualified teachers	4	10
Others	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: Researcher's questionnaire**



The above table shows some of the responses from the respondents about other factors which can affect academic performance in secondary schools other than supervision which the researcher got while collecting data.

The table shows that 12 respondents represented by 30% of the total sample population revealed that motivation of teachers was a great factor in improving academic performance of students, 10 respondents represented by 25% of the total sample population revealed that a good class room environment can offset good academic performance among students in secondary schools. Six(6) respondents (15%) mentioned discipline as important.

The table above further shows that 6 respondents represented by 15% of the total sample population revealed that presence of scholastic materials would bring about good performance of students in secondary school, four(4) respondents represented by 10% of the total sample population revealed that presence of qualified teachers in secondary school would bring about good academic performance and lastly the table has two(2) respondents represented by 5% of the total sample population who gave other factors other than supervision and those discussed above as responsible for offsetting academic performance among students.

The study further revealed that of all the schools selected for the study, they registered steady improvements in performance from 2004 and they performed better in the year 2007. See table below.

**Table 9: Number of 1<sup>st</sup> grades (2004-2007)**

<b>School</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
A	15	18	19	25
B	25	25	26	38
C	11	10	15	19
D	20	22	25	33
E	36	40	42	57
<b>Total</b>	<b>107</b>	<b>115</b>	<b>127</b>	<b>172</b>

Source: Primary data 2009

The study findings revealed that there had been a steady and tremendous improvement in academic performance of the students in the above schools partly because of the close supervision done by the headteachers, teachers and others and other factors discussed above other than performance could have played a significant role towards the positive trend of improved academic performance in 2004.

## **CHAPTER FIVE**

### **5.0. DISCUSSION, CONCLUSION, AND RECOMMENDATION**

#### **5.1. INTRODUCTION**

This chapter mainly discusses findings as presented in chapter four.

Discussions are based on figures and percentages from Headteachers, Directors, teachers, students and members of the general public in respective sample schools, regarding the effect of supervision on academic performance. Conclusions were drawn basing on findings in relation to the effect of supervision on academic performance of the students.

Thereafter recommendations were made and then suggestions were made for further reading.

#### **5.2 DISCUSSION**

##### **5.2.1 RESEARCH QUESTION 1**

What is the effect of supervision on academic performance of students in secondary schools?

From table six one can deduce that there is an enormous effect, supervision has on academic performance. Out of the 40 respondents selected for the study, 34 respondents representing 85% of the total sample population confirmed that supervision has an effect on academic performance and it can thus bring about good performance if supervision is done well. The students can perform better since there is follow up on the teachers and the teachers can also closely supervise their students for better performance in schools.

The researcher further found out from the respondents that out of all best academic performance in the schools the schools that had close supervision from the headteachers, their students performed well compared to those with little or no close supervision. The above findings seemed to concur with Harris B. (1975) who is quoted to have said that proper supervision of projects and schools improves performance of the pupils in that school and further identifies that the major role of the headteacher is to supervise the day to day activities of the school.

The headteacher does this through encouraging teachers to attend to their classes, paying teachers' salaries in time, provision of scholastic materials and other pedagogical needs in schools. The provision of such services needs a headteacher to move around the school to supervise them and his supervision will encourage good performance among the students of the school.

From the findings of the study, the researcher further found out that the main reasons why government schools in the area were performing better than the private schools in the area was because schools in this bracket, were closely supervised and the headteacher performed their roles better than the headteacher in private schools.

This was revealed to the researcher in the due course of data collection and the better academic performance of the students in government schools was as a result of the supervision which is closely done by the headteachers.

The findings of the study further revealed that the issue of supervision was not only an issue for the teachers and headteachers, it was a collective role and responsibility of all the communities surrounding the school for the good of the school since good performance in the school is measured by how many students perform well in addition to the fact that the community owns the school. The researcher further found out that the people to do supervision should be; parents, teachers, headteachers, board of governors and other responsible people in the community.

This coincided with the government White Paper (1992) which recognizes the need for flexibility and consideration of the increasing contribution of parents, through management committees and board of governors for the cause of education in the country.

The findings of the study was further in line with the Government of Kenya realization of the need to attract the parents into contributing to the cause of education when it called upon parents to form associations among themselves to manage schools. However, their main aim would be supervisory since they are not directly involved in day to day running of

schools. The formation of board of governors was to supervise the schools in all their activities including the performance since performance is the main and major indicator of success in schools. However, this particular role has to be done in collaboration with the headteachers, teachers and students in the schools. The findings of the study, therefore, revealed that supervision is synonymous with academic performance in secondary schools.

### **5.2.2 RESEARCH QUESTIONS 2**

To what extent do headteachers perform their roles as lead supervisors in secondary schools?

From table 7, one can deduce that 36 respondents representing 90% of the total sample population believed and agreed that headteachers performed the role as lead supervisors in secondary schools. The researcher found out from the respondents that headteachers were able to perform their duties as lead supervisors in secondary schools because the District Inspector of school never visited their schools at all, yet they always made occasional visits in primary schools in the same area.

From the above discovery therefore the department of education at the district seemed and was always more concerned with the supervision of primary schools than it was in secondary schools. However, with the above problem in place, headteachers have effectively done their duties of supervising school activities with the assistance of the parents' committees which has improved the academic performance of the students.

The findings of the study put the headteacher at the forefront of the school and he performed his duties of lead supervision in school. This finding concurred with, Sheffield R. J. (1990) in his study that revealed that; the active involvement of the headteacher in school activities provides the opportunity to "walk the talk" and demonstrates integrity that builds trust, credibility and influence with the teachers. By providing focus on controllable issues the headteacher can influence the system to defuse complaints about the system itself. Fact based decision making and using logic and information to convince teachers contribute greatly to breakdown defensive and promotes commitment and motivation among teachers.

Believing in people and allowing them to develop their potential within the school enhances their chances to do a good job as people tend to live up to the expectations of the school.

The study findings further indicated that the headteacher in secondary schools were able to perform their roles as lead supervisors because some of them were not actively involved in teaching, therefore they had time to supervise school activities when the rest of the teachers were in class busy teaching or preparing lessons. The headteacher appoints heads of departments who run those departments on his behalf but they have to report to him every week about what happens in the department which he later on focuses on and improves them bringing about better performance of students academically.

The above findings was in line with Harris B. (1980) in his study when he reported that, it was advantageous and improves performance for the headteacher to identify the key processes within the school to have the opportunity to manage each process and coordinate them effectively to avoid the burden of managing the complexity of the entire schools as a single entity. This approach also provides the ability to focus on teacher process and thus benefit from such established techniques as process control process capacity studies and process optimisation. Supervision will bring about coordination of organizational activities and promotes proper utilization of funds in the organization. The supervisor makes sure all the departments of the organization are closely monitored to evaluate their contribution to the general organization and iron out some weaknesses, which may seem detrimental to the success of the organization.

The findings of the study further revealed that the headteacher did a lot of work in the school and was the head-control of all school activities and without him there cannot be a school. The study also revealed that the headteacher played number of roles in the school for example; paying teachers' salaries, encouraging teachers to attend to their classes in time forcing discipline in schools, purchasing all scholastic materials, and providing other pedagogical

needs in the school. These roles projects the headteacher as the lead supervisor whereby his failure to perform his duty effectively fails the school, and his effective performance Of the above roles breeds better academic performance in the school since academic performance is the sole reason why school are established.

The study revealed further that the head teacher performed their roles as lead supervisor in schools and indicated that the active participation of the head teacher in the running of the schools was enough to signal that the head teacher was performing his role as a lead supervisor in school. The respondents further revealed that with the good academic performance of the students since this was what would bring them more students.

The study revealed from the data collected that head teachers in secondary schools were performing quite well in their schools because of the pride they get from their position as head teacher and this projects them in a more serious and better position among their peers.

However, pride would be impossible if the schools they head are performing poorly in the location. Therefore, they have done inclusive supervision to have done every thing with in their means inclusive of supervision to have their school perform well academically.

### **5.2.3 RESEARCH QUESTION 3**

What could be the other factors other than supervision affecting academic performance in secondary schools?

From table 8, one can deduce that among the many respondents who took part in the study by availing time for face to face interview, discussion and by filling the questionnaire given twelve(12) respondents stressed the need to motivate teachers which was represented by 30% of the total sample population of 30 respondents to be the most paramount factor which can bring about good academic performance. The respondents in this category revealed that motivation of teachers should be between monetary and non-

monetary to be able to encourage the teachers work hard for proper academic performance of the students.

The researcher found out from these respondents when they cited different studies by different psychologists and scholars about the need for motivation of staff to have better outcomes of the organization for example one respondent cited the following scholars,

Maslow (1943) contends that human behaviour was motivated by needs arranged in hierarchy of 5 levels namely; physiological, safety, social, esteem and self-actualization needs, from the lowest to the highest.

According to Maslow, once the lower level needs have been satisfied, the individual strives to satisfy higher level needs and is no longer motivated by lower level satisfied needs. Therefore to the above respondents, motivation depends of particular needs of an individual as reflected in the goals towards which he was moving and this can make that individual strive hard to achieve organizational goals in anticipation of fulfilling all his needs therefore bringing about proper or good academic performance among students in school since performance is organizational or school goal that must be achieved.

The study further revealed that classroom environment can breed good academic performance as shown in the above table, in that out of the total sample population of 40 respondents ten(10) respondents represented by 25% revealed that to have a manageable class, clean classroom, well built classroom and above all having established rapport with the students in class between the teacher and students makes the teachers perform to achieve the goals of the school and the students would also work hard to satisfy their teachers and such was a good classroom environment that the respondents identified to bring about good academic performance other than supervision.

The study further revealed that out of the total sample population of 40 respondents, six (6) respondents represented by 15% revealed that it was discipline, which would bring about good academic performance of students in secondary schools. The respondents went further and cited examples of how



discipline can make a student responsible enough and concentrate on books, a disciplined student will always consult teachers. He will not be punished and will respect authority all qualities, which will make that student perform exceptionally well in class.

From the findings of the study the researcher found out that out of the total sample population of 40 respondents six(6) respondents represented by 15% of the total sample population revealed that presence of scholastic materials and other pedagogical needs would bring about good academic performance. The respondents revealed that this should entail provision of textbooks, chalk, duster, library and enough classrooms. The presence of the above materials would actually make students work harder to achieve better grades while in school.

From the findings of the study the researcher further found out that four(4) respondents represented by 10% of the total sample population of 40 respondents revealed that having qualified and dedicated teachers would off set good academic performance among students. The respondents revealed further that, a qualified teacher would prepare well for a lesson, know what, how and when to teach what, will always be punctual and will always be dedicated because teaching is his profession. Therefore a combination of the above qualities would make academic performance of students in secondary schools possible.

From the study findings, the researcher found out further that two(2) respondents represented by 5% of the total sample population of 40 respondents revealed that other factors than those discussed above bring about good performance. The respondents revealed that, good parenting, intelligence, have a role model and having dedicated students will all bring about good performance of the students in secondary schools. To the respondents in this category, they were proponents of other factors other than supervision and the above-discussed factors above.

The study findings further revealed that from the respondents who took part in the study by availing time for face to face interview and discussion and by filling the questionnaires that there were quite a good number of other factors than supervision that can bring about good performance of students. Lastly, the study established that supervision contributes to improved performance as evidenced in table 9

### **5.3. CONCLUSIONS**

The purpose of the study was to investigate the effect of supervision on academic performance in selected secondary schools in Ollessos Division, Nandi East district.

After the presentation and analysis of the findings, the researcher arrived at the following conclusions: -

1. There was an effect of supervision on academic performance of students in secondary school. This was arrived at after 85% of all respondents who took part in the study agreed that supervision affects academic performance.
2. Headteacher performed their roles as lead supervisors in secondary schools. This was arrived at after 90% of the respondents who took part in the study agreed that indeed headteachers have performed their roles as lead supervisors in secondary schools.
3. There are quite good number of other factors other than supervision which can bring about good performance in secondary schools for example; motivation of teachers, qualified teachers, discipline, presence of scholastic materials and others.
4. There is a steady and tremendous improvement in the performance of students as shown in table 9, for the years 2001 – 2004.

### **5.4 RECOMMENDATIONS**

On the basis of the study findings and conclusions the researcher made the following recommendations:-

- Supervision in secondary schools should be given first priority and should always be emphasized so that the supervising agents closely monitor all school activities.

- Headteachers should perform their lead role as lead supervisors in secondary schools so that performance of the students is improved.
- More graduate teachers should *be* encouraged to move to the district so that there is r better academic performance of students.
- .Motivation of teachers should be given priority since motivation, monetary and non-monetary rewards were some of the identified other factors that can bring about good academic performance. This is because teachers can effectively handle their classes after being motivated.
- Discipline of the students should not be compromised by school administration because performance was seen to have been brought about by proper and good discipline of the students in schools.
- The government through the Ministry of Education should encourage refresher courses to make the teachers up todate with the changing needs of the time and in the education sector.

## **5.5 SUGGESTIONS FOR FURTHUR RESEARCH**

The present study concentrated on the effect of supervision on academic performance in secondary schools.

1. Therefore a replica of the same study be conducted in other areas of the country. This will help establish the general situation in Kenya's secondary schools. It will also help education policy makers and planners to design viable conditions for establishing professionally desirable education institutions.
2. A study should be carried out to establish whether while in training, teachers are prepared to handle challenges they face in schools to better academic performance of their students.
3. A similar study should be carried out in primary schools to show whether the findings of that study could be similar to the findings of the present study.

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