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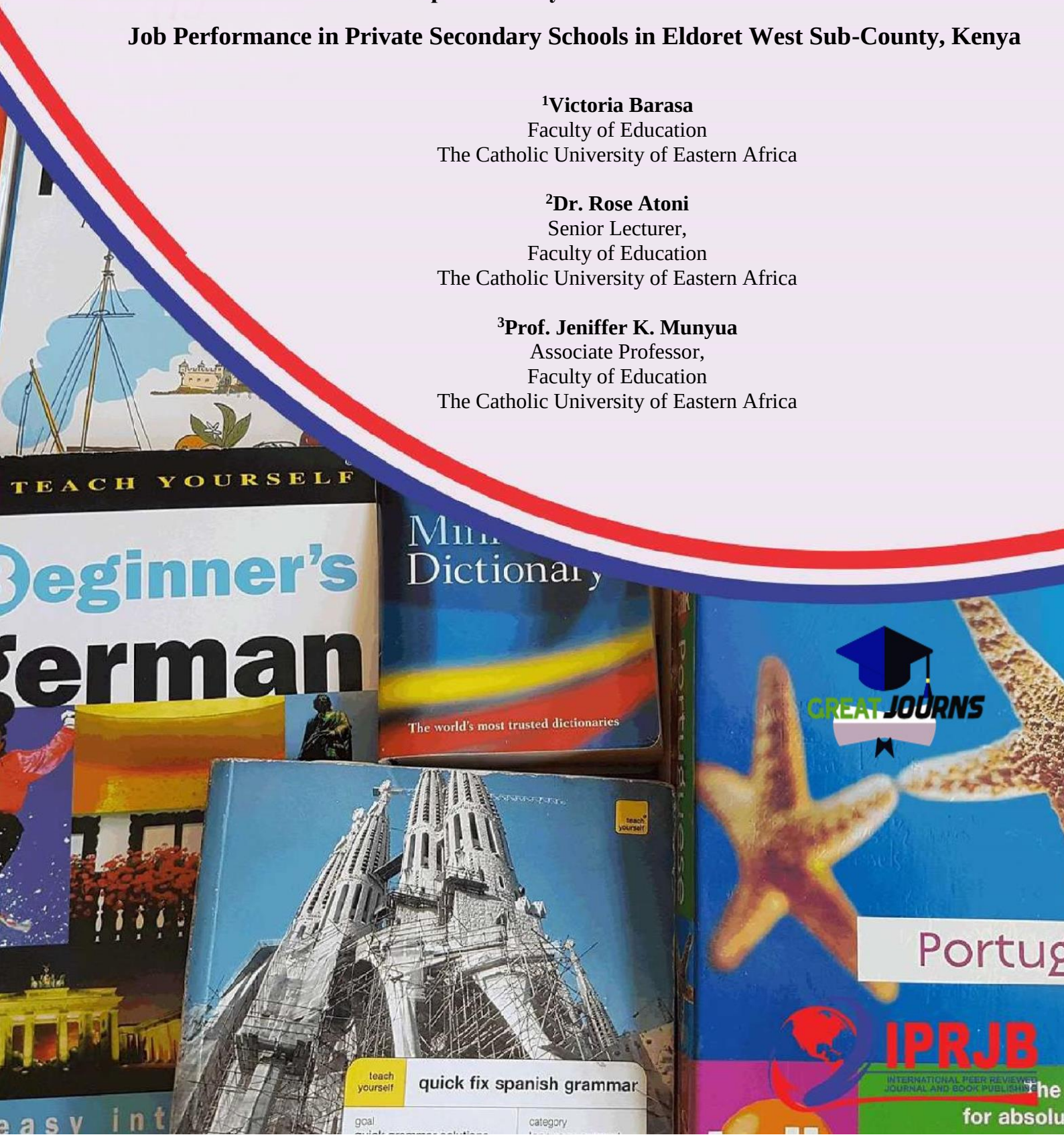
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The Influence of Internal Supervision by School Head Teachers on The Teachers' Job Performance in Private Secondary Schools in Eldoret West Sub-County, Kenya

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ABSTRACT

The research aimed to investigate the Influence of Internal Supervision by School Head Teachers on The Teachers' Job Performance in Private Secondary Schools in Eldoret West Sub-County, Kenya. The researcher targeted Ex-post-facto research design. The research targeted 12 private secondary schools in Eldoret West Sub-County comprising a sample of 12 head teachers, through a census sample, 144 teachers through purposive sampling, 12 members of the board of management one from each school and three quality assurance officers from the county education ministry. The total sample study was therefore 171 respondents. Data was analyzed using Statistical Package for Social Sciences (SSPS 26) and presented descriptively using pie charts, tables and inferential statistics adhering to research ethics. The research findings indicated that communicating education policies, goals and objectives (M=4.00, SD=.852) was the most rated practice done by the head teachers followed by provision of feedback after classroom visits and lesson observation (M=3.75, SD=1.215). The researcher concluded that besides provision of resources and facilities for instruction, the need to provide feedback in schools to the teachers is important. The study also concluded that head teachers have a pertinent duty towards ensuring better teachers' job performance.

The researcher recommended that there is need to organize regular training, workshops, and seminars for teachers based on the feedback from instructional supervision. In the same way teachers should be encouraged to engage in self-improvement initiatives such as peer learning and further education.

Key Words: *Internal Supervision, Head Teachers, The Teachers' Job Performance in Private Secondary Schools*

1.0 INTRODUCTION

Education is widely recognized as the cornerstone of national development, and teachers play a pivotal role in shaping the quality and effectiveness of the education system. The performance of teachers, therefore, directly influences students' academic achievement and overall school outcomes. In this regard, school head teachers serve as key instructional leaders whose supervisory roles are crucial in enhancing teacher effectiveness and ensuring that educational objectives are achieved. Effective internal supervision not only promotes professional growth among teachers but also fosters accountability, motivation, and improved job performance (Amenu,2022).

In private secondary schools, particularly within Eldoret West Sub-County, internal supervision by head teachers has gained increasing attention as stakeholders strive to improve educational standards and maintain competitiveness. Unlike public schools, private institutions often rely heavily on internal mechanisms such as performance appraisals, lesson observations, mentoring, and feedback systems to monitor and enhance teachers' productivity. Through systematic supervision, head teachers provide guidance, identify areas of improvement, and ensure that curriculum implementation aligns with national educational goals and institutional expectations. However, despite the recognized importance of supervision, varying levels of teacher performance have been observed across private secondary schools in Eldoret West Sub-County. Factors such as inconsistent supervisory practices, lack of follow-up

mechanisms, limited professional support, and inadequate communication between head teachers and teachers may contribute to disparities in teacher output. This situation raises the need to assess how internal supervision influences teachers' job performance in these institutions (Akinfolarin,2012).

II: LITERATURE REVIEW

2.1 Influence of internal supervision on teachers' job performance

Teachers' academic performance can be monitored by use of the students' records which are very important because they are part of the tools for the attainment of school objectives and are also necessary for the remedial purposes. Good records of students enable teachers and parents to have a clear and complete picture of the students' progress with regard to school attendance (both for academic and core-curricular activities) and achievement from test scores. Teachers' job performance is therefore largely defined by their students' academic performance.

Jeffery *et al.* (2017) in their study carried out on various public schools in New York city argue that supervision is purposeful, targeted, and central to promoting a school wide instructional program wherein student achievement is always at the forefront. head teacher leadership is essential as is the establishment of a culture of teacher empowerment and collaboration. The study found out that given the many administrative duties they are mandated to do. School principals did not have the time to undertake meaningful supervision of teachers. From the study findings, teachers perceived supervision as perfunctory and evaluative. The study recommends acquisition of leadership skills by school principal as it is crucial in establishing a culture of teacher collaboration and empowerment.

In Nigeria, Dangara (2015) carried out a study that sought to examine the effect of instructional supervision by school heads on the performance of students in Senior Secondary Certificate Examination (SSCE) in Nasarawa State. The study established that there is a significant correlation between instructional supervision with clear supervision strategies and teachers' performance which positively impacts the students' academic success. The study recommends proper alignment of government policies with educational needs of the society. More so, the author proposes that provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, depoliticization of the free education programs and proper evaluation of school administrative procedures and educational outcomes are key in enhancing teachers' job performance.

Another study in Nigeria's Ondo State by Sabaitu and Ayandoja (2012) sought to find out the impact of instructional supervisory activities on students' academic performance in English language in senior secondary schools. In particular, the study aimed at establishing the association between headteachers' role which included checking of students' notes, class visitations, checking of teachers' punctuality and attendances, moderation of examination questions and marking schemes; and students' academic performance in English language. The study found that late coming as presented by most of the teachers was one of the things that hindered the students' performance.

Additionally, teachers' lack of training was a contributor to the lack of up-to-date knowledge thus a hindrance to the students' performance. The study recommended continuous learning and enhanced supervision of teachers by the head teachers.

In a study carried out in Kenya, Kipng'etich (2016) whose study was focused on the influence of head teachers' instructional supervision practices on pupils' performance in Kenya Certificate of Primary Education in Mulot Division, Narok South Sub-County, Kenya, used descriptive survey design. From the study findings, head teachers' instructional supervision is crucial for enhancing teachers' work performance, which in turn impacts pupils' performance. The established a correlation between the quality and frequency of instructional supervision practices and the academic outcomes of pupils in KCPE. The study further recommended that head teachers should increase the number of times they carry out the instructional supervision practices in their schools.

Additionally, Kipng'etich (2016) proposed that similar studies be carried out in secondary schools in the Sub County and a study be carried out on the impact of KEMI training on instructional supervision.

The desire for quality education for the development of Kenyans is one of the major objectives of secondary education. Quality education has over the years been measured by the quality of teachers, pupil teacher ratios, pupil text book ratios and pupils' cognitive achievement in the form of examination results in line with this, School Administrators contribute to teachers' job performance through instructional supervision and teacher motivation, authorizing expenditure on and ensuring that teaching learning resources and physical facilities are in place, with the aim of achieving good results (Simatwa *et al.*, 2018). In addition, School Administrators participate in classroom instruction, school discipline and are custodians of public funds received from stakeholders. Studies have shown that quality education is often indicated by levels of students' learning resources in enhancement of students' academic performance in secondary schools in Kenya (Simatwa *et al.*, 2018).

III: RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

This study adopted the Ex Post Facto research design, which is a non-experimental design used to investigate cause-and-effect relationships after the events have already occurred. In Ex Post Facto research, the independent variables are not manipulated by the researcher, instead, the study explores naturally existing variations and their possible influence on dependent variables (Kerlinger, 1973; Gall & Borg. 2007). The choice of this design was appropriate because the study sought to examine the influence of instructional supervision on an already existing practice in schools on teachers' job performance without interfering with school operations. In the context of this study, practices such as classroom observations, provision of feedback, teacher promotions and participation in decision making were not introduced or altered by the researcher, but rather investigated as they occurred in read school settings. This approach allowed for the analysis of how naturally occurring supervisory practices related to variations in teachers' job performance outcomes. Therefore, the Expo Post Facto design provided an opportunity to identify correlations between supervisory strategies (independent variable) and teachers' job performance (dependent variable),

offering insights into cause-and-effect relationships without direct manipulation of school processes.

3.2 Target population

The target population consisted of School head teachers, teachers, members of the board of management and quality assurance officers from the county's Ministry of Education in Eldoret West Sub County. The target population was a total of 171 respondents as shown in Table 1 below.

Table 1: Target Population

Respondents	Frequency	Percent (%)
Head teachers	12	7.02
Heads of Departments	36	21.05
Teachers	108	63.16
Board Members	12	7.02
Quality Assurance officers	3	1.75
Total	171	100.00

3.3 Sample size and Sampling procedures

The study population comprised the headteachers, teachers, Board of Management (BOM) representatives and Quality Assurance and Standards Officers (QASO) in private secondary schools within Eldoret West Sub-County. Sampling was carried out using a combination of probability and non-probability techniques to ensure representativeness and relevance of the respondents. Headteachers were selected using census sampling (probability) because the number of schools was small (12) and all headteachers could be included. Teachers were sampled through purposive sampling (non-probability) since the study specifically required those actively involved in classroom teaching. Similarly, BOM representatives and QASO were selected through purposive sampling(non-probability) because of their supervisory roles and expertise in instructional oversight. This mix of sampling techniques was chosen because census sampling provided comprehensive data from all school heads, while purposive sampling ensured that only those respondents directly relevant to the research questions were included.

Table 2: Sample Size and Sampling Techniques

Category	Target Population	Sampling Technique	Sample Size
Head Teachers	12	Census(Probability)	12
Teachers	180	Purposive(non-probability)	144
BOM Representatives	12	Purposive(non-probability)	12
QASOs	3	Purposive(non-probability)	3
Total	**207**		**171**

In Eldoret West Sub-County there are 12 private secondary schools (CDEO's Office) spread all over the sub - county. The schools are made of mixed day, mixed day and boarding, and mixed boarding schools. This shows that the schools are diverse in nature however they all can give relevant information regarding head teachers' instructional supervisory roles activities and the challenges they face while carrying out the same. Stratified random sampling was used to sample 3 private secondary

schools representing 30% of the target population. Stratified random sampling according to Kothari (2019) is a process of selecting a sample in such a way that identified subgroups in the population are presented in the sample in the proportion that they exist in the population.

However, Mugenda and Mugenda (2012) point out that in sampling, subjects are selected in such a way that existing subgroups in the population are more or less reproduced in the sample. The procedure ensured that all the key groups in the population were involved. Stratification allowed the researcher to create three categories of schools based on the average mean grade of Kenya Certificate Secondary Examination (KCSE) performance of the year 2014, 2015, 2016 and 2017. The population of all 12 private secondary schools was first divided into strata of high performing schools, averagely performing schools and low performing schools.

The two schools that achieved a mean score of 5.0 and above were classified as High Performing Schools (HPS), and two schools were randomly selected from this group. The second category consisted of three schools with a mean score of 4.0 and below, labeled as Averagely Performing Schools (APS), from which one school was randomly chosen to take part in the study. Similarly, four schools with a mean score below 3.0 were designated as Low Performing Schools (LPS), and one school was randomly sampled from this group using a 10% sampling rate to participate in the study.

The study further used purposive sampling to sample head teachers because they are the overall educational supervisors in their respective schools. Purposive sampling refers to a non-probability form of sampling in which the researcher, bases his or her knowledge of the target population, picks particular groups of people conversant with the topic under study (Zikmund, 2010). Simple random sampling will be used in the study to avoid biasness and to give every individual an equal chance to participate in the study.

To this end, the study considered 12 private schools in Eldoret West subcounty at the time of the study (Department for Education, Uasin Gishu County (2021). Consequently, 12 head teachers, 12 Members of the board of management and 36 Heads of Departments and 108 teachers (9) from each of the selected private secondary schools in Eldoret West Sub County. three quality assurance officers were interviewed besides the BoM. According to Leaf and Odhiambo (2017) Heads of Departments are used to achieve educational goals as they provide close supervision of the teachers in their various departments. The total sample size for the study was therefore 171 respondents. This sample size is greater than 30% of the total population in the sub county and hence statistical analysis is possible.

3.4 Description of data collection instruments

Data was collected using questionnaires and interview schedule. Questionnaires assure confidentiality for respondents and thus they can gather candid and objective responses.

3.4.1 Questionnaires

3.4.1.1 Questionnaire for head teachers

A semi-structured questionnaire, specifically with the use of a Likert type scale on the research tools was used to collect data. The structured questionnaire was considered appropriate in obtaining primary data from the respondents so as to enable uniformity

and non-biased responses from the study participants. The questionnaire for head teachers collected information about the school such as the teachers' performance, teaching and learning resources available in the school, school KCSE performance, and the role of head teachers in instructional supervision towards better performance of teachers.

3.4.1.2 Questionnaire for teachers and heads of Departments

A questionnaire for the heads of departments and teachers helped in assessing how instructional supervision impacted on the teachers' job performance overall.

3.4.2 Interview schedule

3.4.2.1 Interview for quality assurance and standards officer's and board of management members

This interview schedule was used to get information regarding the quality assurance activities in the sub county to gather information on supervision, staffing condition, training and qualification of teaching staff, and their role in improving performance and quality of education. The interviews were semi structured in nature. According to Cooper and Schindler (2011), semi-structured interviews are used to gain holistic understanding of the thoughts and feelings of the interviewee. In other words, the researcher tries to "learn about the participants' point of view" on the subject. Normally, semi-structured interviews have both close and open-ended questions and they allow the respondents to tell their own story. This enabled the researcher to get in-depth information about the topic and the participant's experiences.

3.5 Validity and reliability of the instruments

3.5.1 Validity

Validity refers to the extent to which a research instrument measures what it is intended to measure (Mugenda & Mugenda, 2003). This study applied content and construct validity to ensure accuracy of the instruments. To achieve this, draft questionnaires and interview schedules were reviewed by a panel of three experts in Educational Administration and Planning from the Catholic University of Eastern Africa. The experts assessed each item for clarity, relevance and alignment with research questions. The content validity and Index (CVI) was calculated by dividing the number of items rated as relevant (>3o on a 4-point scale) by the total number of items. ACV I of 0.80 and above was considered acceptable (Polit & Beck, 2006). The results in Table 3 below confirm that the research instruments were valid and could adequately capture the study variables.

Table 3: Expert Validation Results

Instrument Section	No. of Items	CVI	Interpretation
Supervisory Roles	10	0.87	Acceptable
Internal Supervision	8	0.85	Acceptable
External Supervision	7	0.89	Acceptable
Teachers 'Job Performance	12	0.9	Excellent
Overall CVI	37	0.88	Valid

3.5.2 Reliability

Reliability is the degree to which a research instrument consistently produces the same results when administered repeatedly (Creswell, 2014). In this study, reliability

was tested through a pilot study involving 20 teachers two private secondary schools outside the main study area. The data collected was subjected to Cronbach's Alpha reliability test using SPSS. The reliability results are represented in Table 4 below.

Table 4: Reliability Results of Research Instruments

Instrument Section	No. of Items	Cronbach's Alpha	Interpretation
Supervisory Roles	10	0.82	Reliable
Internal Supervision	8	0.79	Reliable
External Supervision	7	0.81	Reliable
Teachers' Job Performance	12	0.88	Reliable
Overall Instrument	**37**	**0.84**	**Reliable**

According to Nunnally (1978), a Cronbach's Alpha coefficient of 0.70 and above indicates acceptable reliability. The results in Table 4 show that all sections of the instrument achieved Cronbach's Alpha coefficients above the 0.70 threshold, indicating that the tools were consistent and dependable for data collection.

3.7 Data collection procedures

The researcher requested for an introductory letter from Catholic University of Eastern Africa, which was attached to the questionnaires explaining the purpose of the study. The researcher also sought for a research permit from National Commission for Science, Technology and Innovation upon which approval to conduct the research was followed by a consent form for participants that would be a clarification and approval that they agree to take part in the study. . The researcher then used drop and pick method in administering the questionnaire while interviews were conducted for the qualitative data.

3.8 Data analysis procedures

The study used both descriptive and inferential statistics in the analysis of quantitative data that was collected through questionnaires. Data from the questionnaire was further categorized and coded was then entered into Statistical Package for Social Sciences (SSPS version 26) for analysis. The hypotheses of the study were tested using Pearson correlation coefficient to show the relationship between instructional supervision and teachers' job performance. Analyzed data was then presented descriptively using pie charts, frequency tables and bar graphs backed by qualitative data from interviews.

3.9 Ethical considerations

In the study the participants' informed consent was sought when sampling the participants. Urombo (2000) states that a respondent's anonymity is guaranteed when the researcher cannot identify a given response. The researcher ensured that

respondents were not harmed either through embarrassment, irritation, anger, emotional outburst, stress, loss of self-esteem, sleep deprivation, negative labeling, invasion of privacy and damage to personal dignity (Kombo & Tromp, 2006). The ethical issues must be followed in the entire research process which includes writing the proposal and the researcher's honesty towards the study.

IV: RESULTS

4.1 Influence of internal supervision by school head teachers on the teachers' job performance

The second research question was pegged on finding out how instructional supervision of school head teachers as internal supervisors influence teachers' job performance in private secondary schools. This was addressed by the responses from teachers and school head teachers as supervisors of the teachers' instruction on the extent to which they perceived school head teachers' supervision influenced their performance. The results are as illustrated in Table 12.

From the study findings in Table 12, rewarding effective teachers through promotions (M=4.201, SD=.935) and ensuring that schools have basic facilities and adequate personnel (M=4.145, SD=1.023) scored highest on influencing teachers job performance. In particular, 71 (49.3%) of the respondents were in agreement that rewarding effective teachers through staff promotions had a significant influence on the job performance of teachers, this was followed by 59 (41.0%) who strongly agreed to the same. In addition, majority of the respondents 68 (47.2%) while 9 (41.0%) strongly agreed that ensuring that schools have basic facilities and adequate personnel had a high influence.

Table 1: Influence of internal supervision on the teachers' job performance

Statement [n=144]	5	4	3	2	1	Min.	Max	Mean	SD
Observing teacher's punctuality	34(23.6%)	86(59.7%)	4(2.8%)	14(9.7%)	6(4.2%)	1	5	3.888	1.011
Checking teacher's professional documents to help maintain good performance	31(21.5%)	72(50.0%)	14(9.7%)	13(9.0%)	14(9.7%)	1	5	3.645	1.197
Ensuring school has basic facilities and adequate personnel	59(41.0%)	68(47.2%)	3(2.1%)	7(4.9%)	7(4.9%)	1	5	4.145	1.023
Participating in departmental meetings and making follow-up conferences to improve teachers' performance	10(6.9%)	67(46.5%)	22(15.3%)	36(25.0%)	9(6.3%)	1	5	3.229	1.094
Recommending teachers for training and carrying out staffing placement	30(20.8%)	77(53.5%)	6(4.2%)	28(19.4%)	3(2.1%)	1	5	3.715	1.068
Allowing teachers to participate in decision making to achieve improved staff performance	29(20.1%)	77(53.5%)	19(13.2%)	11(7.6%)	8(5.6%)	1	5	3.750	1.041
Rewarding effective teachers by through promotions	59(41.0%)	71(49.3%)	3(2.1%)	6(4.2%)	5(3.5%)	1	5	4.201	.935
Giving teachers an opportunity to innovate through support by the administration	52(36.1%)	70(48.6%)	6(4.2%)	7(4.9%)	9(6.3%)	1	5	4.034	1.080

Key: n- Sample Size, Min- Minimum, Max- Maximum, SD-Standard deviation

It was further established that giving teachers an opportunity to innovate through support by the administration had a more than average influence on teachers' job performance as depicted by a mean of (M=4.034, SD=1.080) with 70 (48.6%) agreeing and strongly agreeing to the statement 52 (36.1%). Nevertheless, 9 (6.3%) and 7 (4.9%) strongly disagreed and disagreed with the same. Another aspect that was thought to influence teachers job performance was observing teacher's punctuality as illustrated by (M=3.888, SD=1.011). Of the respondents, 34 (23.6%) strongly agreed while 86 (59.7%) agreed that punctuality was key.

The findings in Table 12 also indicate that allowing teachers to participate in decision making to achieve improved staff performance (M=3.750, SD=1.041) and recommending teachers for training and carrying out staffing placement (M=3.715, SD=1.068). These results were supported by 77 (53.5%) of the responses who agreed in both cases with 30 (20.8%) and 29 (20.1%) strongly agreeing that allowing teachers to participate in decision making to achieve improved staff performance and recommending teachers for training and carrying out staffing placement were important respectively.

Checking teacher's professional documents to help maintain good performance was also considered an important aspect that influenced teachers' job performance (M=3.645, SD=1.197). With regard to this statement, majority of the respondents agreed 72 (50.0%) as 31 (21.5%) strongly agreed that checking teacher's professional documents by the school head teachers to help maintain good performance was important in influencing teachers job performance. Thirteen 13 (9.0%) and 14 (9.7%) of the respondents however disagreed and strongly disagreed respectively.

While ensuring that the schools have adequate resources and facilities and rewarding effective teachers through promotions were found to be the most factors influencing job performance among teachers in the private schools, it is clear that there are many other factors as depicted in Table 12 and that tend to impact largely on teachers' job performance. These findings are in agreement with the study propagated by Shikokoti *et al.* (2023) on assessing the influence of supervision by head teachers on the job satisfaction of teachers. In their study it was found that three specific functions in instructional supervision by head teachers include; supportive, educational and administrative which form part of the elements presented in Table 12. With these functions being linked together, supervision becomes effective and therefore there is a more likelihood of teachers' performance being enhanced.

The aim of the researcher presenting similar items for both teachers and head teachers to respondent to in terms of how these elements influenced teachers' performance was thought through to ensure the teachers responses are backed by the responses from the teachers as aspect that Kiiru (2015) agrees with. In essence, Kiiru observes that instructional supervision is a collaborative effort between the head teachers and the teachers thus mutual understanding is key to their success.

When headteachers for instance seek to check teachers' professional records, make class visitations, provide resourceful packages and facilities for teaching and learning, the teachers have a key role in collaborating to ensure that these processes are smoothly run.

V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

The researcher concluded that besides provision of resources and facilities for instruction, the need to provide feedback in schools to the teachers is important. The study also concluded that head teachers have a pertinent duty towards ensuring better teachers' job performance.

5.2 Recommendation

The researcher recommended that there is need to organize regular training, workshops, and seminars for teachers based on the feedback from instructional supervision. In the same way teachers should be encouraged to engage in self-improvement initiatives such as peer learning and further education.

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