

Influence of Internal Instructional Supervision on Teaching Effectiveness in English in Secondary Schools in Kakamega County, Kenya

Anyango Adrum Grace

Abstract

Instructional supervision is key to effective teaching. Whereas emphasis has been put on external instructional supervision, less attention has been given to Internal Instructional Supervision (IIS), probably because its influence on teaching effectiveness is yet to be established. Kakamega County is the second largest County in terms of population yet achievement in English is low at an average mean score of 5.03 in Kenya Certificate of Secondary Examination (2007-2018). The County's Panel of Standards Assessment report, 2010 and 2011 pegged this to weak IIS structures. The purpose of this study was to establish influence of IIS on teaching effectiveness in English. Objectives were to: determine the influence of frequency of IIS on teaching effectiveness; establish influence of type of IIS on teaching effectiveness; establish influence of teachers' attitude towards IIS on teaching effectiveness and determine influence of sensitization of teachers towards IIS on teaching effectiveness. A conceptual framework constituting frequency, type, attitude and sensitization towards IIS as independent variables and teaching effectiveness as the dependent variable was used. The study designs used were: ex-post –facto, correlation and descriptive survey. The population was 13 Quality Assurance and Standards Officers (QUASO), 247 principals, 247 HODs and 494 teachers. Out of this 13 QUASO, 74 principals, 74 HODs and 215 teachers were sampled purposively. Data was collected using questionnaires, interview schedules and document analysis guide. To establish reliability a pilot study was conducted using 10% of the population, hence, 24 principals, 24 HODs and 50 teachers were used. The test- re- test yielded reliability coefficient of .756 for principals, .846 for HODs and .878 for TOEs questionnaires. Face and content validity of the instruments was established by experts from language pedagogy. Quantitative data was analysed using frequencies, percentages and Pearson's correlation coefficient and regression analysis. Qualitative data was transcribed, categorized and reported in themes relevant to the study. Regression analysis showed that frequency of conducting IIS and sensitization towards IIS was significant to teaching effectiveness and that: frequency of IIS contributed 6%, type of IIS contributed 23%, TOE attitude towards IIS contributed 10% and sensitization towards IIS contributed 12 % of teaching effectiveness. The study concludes that type of IIS used is the variable that contributes more to teaching effectiveness and that frequency of conducting classroom observations predicts teaching effectiveness. Thus, stakeholders of IIS should be most concerned with frequency of conducting classroom observation and should adopt collaborative and non-directive types of supervision and TOE should get sensitised through in-service. This study is of significance as it informs school personnel and educational stakeholders to maximise on classroom observation and adopt collaborative type of IIS for teaching effectiveness.

Full text: <https://repository.maseno.ac.ke/handle/123456789/1450>