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Influence of Principals' Instructional Supervisory Practices on Teacher Motivation in Secondary Schools in Turkana West, Turkana County Kenya

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Abstract

The study investigated on the influence of principals' supervisory practices on teacher motivation in secondary schools in Turkana West Sub County. Embedded design was adopted. The target population comprised of all; secondary schools, principals, board of management, teachers and field education officers. Simple random and purposive sampling techniques were used. Data was collected using focused group discussions, in-depth interviews guides and questionnaires. Quantitative data was analyzed using both descriptive and inferential statistics while qualitative data was analyzed using transcription, coding, categorizing and coming up with themes. The study results revealed that principals' supervisory practices had positive correlation to teacher motivation. It further established that positive effect of the principals' supervisory practices on teacher motivation were impeded by financial constraints faced by principals. The study recommended that principals should adopt clinical and collegial supervisory practices. That principals should involve teachers in collective goal setting as well as awarding outstanding teachers' performance. The study also recommended that principals should initiate income generating projects in schools and involve parents' teachers' association in raising funds to ease financial constraints that impede supervisory practices that mitigate on teacher motivation.

Keywords: principals'; instructional; supervisory; practices; teacher motivation

1. Introduction

According to Kolade and Ogbomie (2013) supervisory practices are concerned with the provision of professional assistance and guidance to teachers by principals who are appointed educational managers. Importantly, supervisors give professional guidance which helps to improve teacher's competence and level of motivation (Osakwe, 2010) thus, improving their knowledge in the preparation of professional documents for effective instructional service delivery. Sule (2013) concurred with Osakwe on the notion that instructional supervision focused on improved teacher morale and academic performance of learners. Supervisory practices are the activities principal of secondary schools carries out in the discharge of their mandate of overseeing /supervising the instructional programs in school. Effective supervisory practice is therefore inclusive of the aids given to teachers by school principals who are supervisors in the development of better learning environment or curriculum instruction activities carried out in school. Supervisory practices help to significantly direct, coordinate, guide and organize teachers within the school to demonstrate sense of professionalism in guiding learners to achieve high performance.

According to Abdul-hads and Nurhayati (2010) supervision practice is meant to give assistance to teachers so that they grow socially and personally in professional aspects. Effective supervision must therefore be planned by supervisors in order to encourage and direct teachers to achieve educational goals through better learning processes. Colquitt (2009) observed that supervision is key in teacher performance since it served as an extrinsic motivation which provide teacher with sense of direction, mentorship to maintain behavior and attitude.



In Indonesia, Robbins (2009) observed that effective supervision influenced teacher's motivation and gave them a sense of responsibility, commitment and improved performance. In Nigeria, Gishiwaetal, (2019) principals' supervisory practices had a weak relationship on teacher motivation in secondary schools as compared to cordial interpersonal relationship between the principals and teachers.

According to Ugboko (2013) it is the responsibility of the principal to use varied supervisory practices on teachers to ensure they are motivated so as to discharge their professional duties diligently. The authors indicated that supervisory practices included provision of necessary instructional support and resources to teachers, maintaining and creating conducive work environment for improved instructional processes. Studies conducted in Sub-Sahara African countries showed that teacher management depended on effective principals' supervisory practices (Akyeapong, 2007).

In Indonesia, Sudarjat, (2015) reported that school managers' supervisory practices and working conditions of teachers boosted students and teachers' performance greatly. The Kenya government was not left behind either, in appreciating the importance of supervisory practices created the Department of Inspection by colonial government in 1900 to take charge of schools' inspection (currently the department of Quality Assurance & Standards) to complement the role of secondary school principals in teacher supervision to ensure education quality. According to Otiende (1992) the role of supervision was to judge the performance of teachers and general school administration including usage of infrastructure and funds. Supervision is the entire process of overseeing performance of an activity.

Njiru (2014) asserted that teachers in Kenya were dissatisfied with salary, work conditions, students' performance, professional development, and supervisory practices. However, the principals of secondary need to appreciate and recognize performance and ensure that good performance were obtained by teachers (Republic of Kenya, 2008). This achievement is not possible without adoption of appropriate supervisory practices.

Even though principals of public secondary schools are professionals and well inducted by Ministry of Education (MOE) and Kenya Education Management Institute (KEMI) on their supervisory duties, their impact on teacher motivation and productivity have raised doubts since students' academic performance in Turkana West Sub County continue to post very low mean scores annually. The mean scores achieved between 2015 to 2019 were 3.21 and 4.30 (SCDE, 2021).

The performance has raised more questions than answers as to whether the principals have failed to effectively supervise the teachers in curriculum instruction, or it is the teachers who were demotivated in their work. Stakeholders of Education in Turkana West Sub County say that schools' low academic performance could be as a result of principals' ineffective teacher supervision and motivation, but these statements remain unverified. This has put principals' supervisory practices under intense pressure on their effect on staff performance. It is therefore not clear what reason could be behind low teacher motivation reflected in poor secondary schools' academic performance since there has scanty empirical verification to the influence in West Turkana Sub County.

Studies have addressed on motivation of teachers in public secondary schools which cause high performance among principals of various institutions. Teachers in Turkana West Sub County are not motivated leading to low performance as students' academic performance remain poor with consistent low Mean Standard Score. This is what has necessitated the study on principals' supervisory practices on teacher motivation.

2. Research Methods

The study employed embedded design in the mixed methods approach. This design involved one data set providing a supportive, secondary role in the study. The design was appropriate for this study because the use of embedded design provides the researcher with an opportunity to embed either qualitative or quantitative data to answer research questions. The study targeted all principals, all schools, all teachers, all Board of Management members, and all education field officers. The study used both simple random and purposive sampling techniques. The study utilized three kinds of instruments for data collection: questionnaires, in- depth interview guide and Focus Group Discussion. Content validation which was achieved by engaging a panel of three experts in the area of Educational Administration and Planning. Reliability of instruments was obtained using Cronbach alpha coefficient. In determining credibility and dependability of in-depth interview guides prolonged engagement as well as member checking were used.



3. Analysis and Discussion

3.1 Principals' Instructional Practices

The teachers' perception regarding the various aspects of principals' instructional practices on their motivation were captured using a Likert scaled questionnaire.

Table 1: Principal's Instructional Practices on Teacher Motivation (n=197)

Statements		5	4	3	2	1	Mean	SD
Principals set instructional goals with teachers together in a staff meeting	F	105	60	8	20	4	4.23	1.06
	%	53.3	30.5	4.1	10.2	2.0		
Principal attends to instructional lessons Regularly	F	24	25	48	69	33	2.69	1.24
	%	12.2	12.7	23.4	35.0	16.8		
Principle monitor teacher performance by visiting and observing teaching in the class during lessons	F	104	39	24	13	17	4.02	1.30
	%	52.8	19.8	12.2	6.6	8.6		
Principal monitor teachers instructional progress through attendance register and lesson tracer sheets	F	110	54	14	10	9	4.25	1.09
	%	55.8	27.4	7.1	5.1	4.6		
Principal checks on teachers' instructional performance through attendance register and lesson tracer sheets	F	128	38	11	10	10	4.34	1.12
	%	65.0	19.3	5.6	5.1	5.1		
Principal award teachers whose subjects attain high mean standard score (MSS)	F	83	73	11	18	12	4.00	1.18
	%	42.1	37.1	5.6	9.1	6.1		
Teachers to often teach without principals' coercion and supervision	F	94	69	11	11	12	4.13	1.14
	%	47.7	35.0	5.6	5.6	6.1		
Mean Rating on Principals' Instructional Practices							3.95	0.86

The overall rating on principals' instructional practices in the sampled secondary schools was 3.95 (SD=0.86), suggesting that teachers who took part in the survey were in agreement that principals' instructional practices is a source of motivation to them. However, there was a mixed opinion of the teachers on principals' application of the various indicators of instructional practices.

For example, the study findings showed that whereas a significant majority 165 (83.8%) of the respondents agreed that principals set instructional goals with teachers together in a staff meeting. It was reflected by mean rating of 4.23 (SD=1.06), which was greater than composite mean of 3.95, suggesting that majority of respondents were in agreement that their principals set instructional goals with teachers together in a staff meeting. This practice concurs with the findings of Colquitt, (2009) that instructional supervision by principals' gives teachers sense of motivation when teachers are involved in goal setting, given direction and incentives which maintains their behavior and attitude. This practice ushers a sense of motivation to the teachers and by extension cause high students' academic performance.

Equally, the study results revealed that while 49 (24.9%) of the respondents agreed that it was true that their principal attends instructional lessons regularly, most 102 (51.8%) of the respondents generally disagreed that their principals attend their instructional lessons regularly. This finding supports the results of Enaigbe (2009) that many principals in Africa fail in supervisory practices because they are overburdened by administrative duties, and they hardly find adequate time to carry out clinical supervision (visit classes and observe teaching and evaluate conduct of lessons). The same notion was also held by Namale (2016) that lack of adequate time is to blame on the principals' poor supervisory practices. From the item response mean rating (M=2.69, SD=1.24), it was concluded that principals do not always attend to their instructional lessons regularly due to shortages of time.



The study also noted that, majority 143(72.6%) of the respondents agreed that principals generally monitor teacher performance by visiting and observing teaching in the classrooms during lessons. This finding supports the results of Guskey, (2000) that effective instructional supervisory practices for example collegial supervision (direct class room lesson observation) which gives principals feedback on routine professional services by teachers is an effective source of teacher motivation. However, 30 (15.2%) of the participants refuted the claim that principals always monitor teacher performance by visiting and observing teaching in the classrooms during lessons. Nonetheless, mean item response rate of 4.02 (SD=1.30), being greater than the composite mean, showed that in most secondary schools' principals monitor teacher performance by visiting and observing teaching in the classrooms during lessons, which is a source of motivation. Likewise, the study findings from interviews with the principals revealed that monitoring and evaluation contribute to teacher motivation.

On the same vein, the study findings showed that a significant majority 164 (83.2%) of the respondents generally agreed that principals also monitor teachers instructional progress through lesson notes and learners' notes. However, 19 (9.7%) of the respondents insisted that that their principals do not monitor teachers instructional progress through lesson notes and learners' notes. Mean rating ($M=4.25$, $SD=1.09$) for the item suggests that majority of the respondents agreed that principal monitor teachers instructional progress through lesson notes and learners' notes.

Equally, the study findings also established that more than four out of every five 156 (84.3%) of the respondents were in agreement that principals check on teachers' instructional performance through attendance register and lesson tracer sheets. In overall the item attracted mean rating of 4.34 (SD=1.12), which is far above the composite mean of 3.65, suggesting that most principals check teachers' instructional performance through attendance register and lesson tracer sheets.

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Equally, it was also noted that 156 (79.2%) of the respondents confirmed that their principals award teachers whose subjects attain high mean score (MSS). However, 30 (15.2%) of the respondents alluded that their principal hardly awards teachers whose subjects attain high mean standard score (MSS). The item generated a mean rating of 4.00 with a standard deviation of 1.18, suggesting that most principals truly award teachers whose subjects attain high mean standard score (MSS). This finding was supported by qualitative findings where responses by BOM members from focus group discussions on the influence of principal's supervisory practices on teacher motivation showed that teachers are always appreciated for their good or improved performances. For example, one BOM from one of the groups said that:

Teachers who perform better are awarded because of attaining high mean scores in their respective subjects. Good reward method helps to track progress of students, build a conducive environment for learning and keep the teachers and students motivated for new goals and growth academically.

This means that most principals use awards as reward for high teachers' achievement reflected in students' high performance as a form of motivation to them. This agrees with the results of the study by Ekpoh & Eze (2015), that it's the supervisory responsibility of school directors to provide teachers with direction, resources and incentive (support) such practice that are key in teacher motivation. Finally, majority 163(82.7%) of the respondents revealed it was true teachers often teach without principals' coercion and supervision. On the flip flop, some 23(11.7%) of the respondents refuted the claim teachers often teach without principals' coercion and supervision.

Nonetheless, the fact that only a few of the teachers held a contrary opinion with a significant majority of the teachers affirmed the statement, suggesting that most teachers often teach without principals' coercion and supervision. This was further supported by a mean response rate of 4.20 with a standard deviation of 1.14 signifying that many teachers feel motivated. This attests to Sudarjat, Abdullah & Sunaryo, (2015) previous claim that effective instructional supervision enhanced teachers' motivation by up to 77% and students' performance of up to 72.4% of junior secondary schools in West java – Indonesia. From the findings, it may therefore be concluded that clinical and collegial



instructional supervision practices' give teachers sense of motivation and by extension cause high students' academic performance.

3.2 Correlation Analysis between Principal's Instructional Practices and Teacher Motivation

Pearson's product moment correlation analysis was used to determine the degree of relationships between principal's instructional practices on teacher motivation. The null hypothesis tested was that: There is no statistically significant influence of Principal's instruction practices on teacher motivation. The results were presented in Table 2.

Table 2: Correlation Analysis between Principal's Instructional Practices on Teacher Motivation

		Instructional Supervision Practices	Teacher Motivation
Instructional Supervision Practice	Pearson Correlation	1	.254*
	Sig. (1-tailed)		.000
	N	197	197
Teacher Motivation	Pearson Correlation	.254*	1
	Sig. (1-tailed)	.000	
	N	197	197

Correlation is significant at the 0.05 level (2-tailed).

The results of the correlation analysis between principal's instructional practices on teacher motivation as presented in Table 2 show that there is a statistically significant ($n= 197, r= .254; P< 0.001$) weak positive correlation between principal's instructional practices on teacher motivation in public secondary schools. This finding implied that improvement in principals' instructional practices such giving of awards and support to teachers, collective goal setting, collegial supervision and clinical supervision results into improvement in teacher motivation in public secondary schools and vice versa.

4. Conclusions

From the findings of the study, the researcher concluded that there is statistical correlation between principals' instructional practices and teacher motivation. It was concluded that principal's coordination and control supervisory activities had a correlation to teacher motivation in secondary schools. It was concluded that principals' supervisory practices had a significant relationship and hence influenced teacher motivation in secondary schools and that improvement teacher motivation. The researcher concluded that lack of teacher motivation was due to principal' economic inability to provide resources and inability to demonstrate supervisory skills to motivate teachers, it was therefore concluded that; lack of financial resources, lack of supervisory knowledge and skills were major impediments to principals in their supervisory practices that impacts on teacher motivation in secondary schools.

5. Recommendation

Based on the conclusions, the study recommended that; principals should step up clinical and collegial supervisory practices, that MoE should remit free secondary education funds in time as they encourage principals to initiate income generating projects. Principals should involve PTA in raising funds to ease financial constraints that impede supervisory practices that mitigate on teacher motivation. That principals should involve teachers in collective goal as well as awarding outstanding teachers' performance to motivate them in their instructional mandate.

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