

# Difference In Teacher Supervision by Principal Before and After Principal Delocalization in Public Secondary Schools in Counties in Eastern Region, Kenya.

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**Abstract:** The objective of the study was to establish whether there is a difference in teacher supervision by principals before and after delocalization in public secondary schools in Eastern region Kenya. The research adopted causal comparative and descriptive survey design. Chi-square was used to test the statistical hypothesis at significance level of  $\alpha = 0.05$ . The target population was 4,062 subjects comprising of 4,055 public secondary school teachers employed by Teacher Service Commission (TSC) one TSC RQASO and six CQASO. Multi-stage sampling technique was employed to obtain the respondents of the sample resulting to a total of 162 respondents comprising of 158 teachers, one Teacher Service Commission Regional Quality Assurance and Standards Officer (TSC RQASO) and 3 County Quality Assurance and Standards Officer CQASO. A Questionnaire and interview schedule was employed for data collection. Analysis of quantitative data collected was aided by Statistical Package for Social Sciences (SPSS) programme Version 26.0. The findings of the study established that there was a statistically significant difference between principals' teacher supervision before and after delocalization in public secondary schools in counties in eastern region, Kenya. The study recommended that delocalization of principals should continue because it has a positive influence on principals' teacher supervision.

**Keywords:** Delocalization, Eastern Region, Kenya. Principals, Public Secondary School, Teacher Supervision.

## I. INTRODUCTION

The more efficient and effective work performed by the school system, the better the results achieved. Morgan, (2015) on a study on the influence of the school leadership practices on classroom management. Using descriptive design on a sample of 148 comprising of teachers and principals, employing questionnaires for collection of data concluded that quality leadership in schools' has an impact on students' academic outcomes and affects positively the learning environment in a school. A school which is managed professionally will post improved academic results and show high-quality work results. Blackmore, Sanchez-Moreno and Sawers (2015) state that principals are expected to manage effectively many expectations arising from the external and internal community and be efficient and prudent in executing

their duties. Principals take charge of a school, identify areas that requires improvement and makes plan on how to effect the necessary change in addition to augmenting students with skills for the 21<sup>st</sup> Century (Walker & Aritz, 2015).

The society expected principals to operate a smoothly functional schools and be responsible for all resources under their watch. Society now demands that principals produce good academic results and be a champion of change in an organization (Garcia, 2019). To be able to meet these expectations school administrators work around the clock, oversee evening and weekend school activities, manage changes in school demographics, implement the curriculum, met deadlines for attainment of curriculum objectives, navigate through social economics challenges and avoid student unrest by maintaining discipline.

In Kenya the principals are employees of the Teachers Service Commission (TSC) and part of their work is to oversee the secondary schools on behalf of the ministry of Education. TSC is mandated to manage all affairs related to the employment and deployment of teachers in Kenya as stipulated under article 237(2)(3) of the Constitution of Kenya (2010). TSC in early 2018 initiated the policy of delocalization of heads of educational institution in Kenya. The policy resulted in the transfer of administrative heads of educational institutions to other schools outside their home counties. Massive transfers were effected in April, August and December 2018. The delocalization of administrative staff in primary, secondary, vocational and technical institutions generated great public debate on the merits and demerits of the policy directive. The TSC as the teachers' employer stated that the delocalization policy was meant to streamline management of educational institutions, curb corruption in schools, reduce incidences of student indiscipline, foster social cohesion and create a national outlook in the management of learning institutions in the country. The delocalization policy led to massive transfer of institutional heads across the whole country with a total of 3,725 principals and school being affected as at December 2020.

The policy on principals' delocalization was not received with enthusiasm by many principals and other education stakeholders. The Kenyan case was not any different from other countries as was established in a study done by Mulkeen and Chen, (2018) on Impact of Monetary Incentives on Teacher Retention in and Attraction to Rural Primary Schools: A case of the Rural Allowance in Salima District of Malawi which revealed that teachers are always adamant to move to a location where the community dialect is not the same as theirs. Delocalization of principals was meant to ensure that principals do not work in their home county. As a result, the delocalization policy was met with mixed reaction. Chumba (2014) observed that delocalization of principals in several schools had been met with resistance by locals resulting to the delocalized principals being rejected. The principals are reported to have sought transfers to other schools and others moved out of responsibility positions.

Contrary to the objectives of delocalization, Soy (2017) in a study done in the UK on pupil transfer and educational achievement in schools exposed that, high teacher turnover has a negative effect on student performance in all fields. The study carried out by Soy (2017) concluded that teachers with a longer period of stay in one school are more enthusiastic and effective compared to the teachers who frequently change schools. The findings of these study contradicted the justification of delocalization which argued that principals who had stayed for more than four years in one institution were considered to have over stayed in the institution. Principals delocalization is perceived to have a negative influence on academic achievement and management of school resource. Delocalization of principals has also been associated with reduced morale of the delocalized school heads. Critical to the emotional wellbeing of teachers are teacher efficacy, professional independence, teacher motivation and working conditions. TSC was accused of being hostile to its staff by implementing the delocalization policy which may have led to the demoralization of delocalized principals.

## II. LITERATURE REVIEW

Teacher motivation is important in order to maximize teacher output. A study carried out on the role of rewards by school principals on teacher retention: a case study of rural school set ups in Canada by Goldhaber (2014), which adopted a descriptive survey design using a randomly selected sample size of 45 public senior schools, indicated in its finding that for realization of effective recognition of teachers, it needs to be timely, sincere and heartfelt. The study also observed that regular principals' expressions of gratitude and recognition goes a long way in motivating teachers to achieve a strategic objective of an education institution and improves teacher retention and individual performance. A study by Cruickshank (2017) on the role of leadership in organization change in Sweden noted that skillful principals create an environment for teachers to work hard and feel delighted at the job whereas, ineffective ones' damage teachers' motivation which

breed resentment that ultimately hamper goal attainment. The success of a school head in human capital management in an education system may be indicated by assessing qualifications of employees, the ability of induction program to meet its objectives, staff capacity building, motivation intensity, staff morale and the creation of an environment where staff work without coercion. Mullins (2015) notes that problem solving techniques, conflict resolution process, relationship among staff, deliberation making process and institution maintenance are among the indicators of effective management of schools. Mullins, (2015) additionally identifies probable indicators of school system ineffectiveness which include poor management of time, absenteeism, high staff turnover and periodic accidents at work.

Enhanced teaching and learning largely determines the learners' retentions and consumption of education content and their academic achievement as observed in a study in America on teachers' turnover and teacher shortage (Ingersoll & May 2013). Tampan (2016), undertook a study to find out the role of supervisory skills of school administrators from the diocese of Butuan, Mindanao in the Philippines. The study opined that principal supervisory technique has a major role in maintaining a school climate which enables the cultivation of positive qualities within the teaching personnel. Principals have a duty to encourage and nurture creativity among student and teachers. Many principals take advantage of training opportunities as a way of encouraging teachers to grow professionally with a desired end of improving the quality of learning in a school.

Teacher supervision is important in order to ensure that teachers prepare for lessons adequately. A study on planning of teaching and learning in relation to lesson planning was undertaken by Kanellopoulou and Darra (2018) in Greece. Using a mixed method of planning to allow triangulation in the study, the survey findings revealed that lesson preparation and planning had a positive influence on teachers' classroom delivery and it also allowed teachers to gain valuable knowledge during the planning process.

Teacher time management is critical for achievement of education goals. A research on evaluating relationship of time management on teachers' performance in Pakistan by Al Hafiz et al., (2016) established a positive correlation between teachers' time management skills and teachers' class performance. A teacher is expected to prepare professional documents such as schemes of work, lesson plans and lessons notes. In addition, a teacher maintains clear learners' academic progress. In doing this a teacher is considered sufficiently prepared to deliver the syllabus. A study was carried out in Cameroon by Lyonga (2018) to evaluate the influence of principals' teacher supervision conduct on teacher performance in primary schools in Konye sub-division. The study concluded that continual checking and constructive correction of teacher developed lesson plans and having one on one session with teachers had a significant impact on enhancing teaching and learning activities in

primary school. In a research by Ekpoh (2017) it was noted that the main instructional supportive role of principals includes offering teacher a specific direction to focus on, availing essential resources and cultivating creativity. The research concluded that principals' through teacher supervision have a direct impact on teachers' curriculum delivery and teachers' perception.

Glickman et al. (2014) regard teacher supervision as the activities that focus on knowledge, skills, attitudes and teachers' ability to make informed decisions and eventually help teachers overcome individual instructional weaknesses. Mose (2015) views instructional supervision as deliberately targeting improvement in curriculum oriented guidelines. The role of the principal becomes creating a conducive environment for teacher to explore avenues of self-improvement. Goldring et al., (2014) observed that where environment for supervision is friendly and warm, the principal and the teacher are in a position to experience and develop a creative, strong and constructive working environment. Nduku (2016) carried out a study to determine the influence of secondary school principals' instructional supervisory practices on students' KCSE performance in Yatta Sub County Kenya. The study concluded that classroom supervision had an impact on student academic achievement and recommended that the exercise should be encouraged.

In Mombasa County, a study by Mwatsuma et al. (2012) interrogated the role of leadership in primary schools' performance. The study findings showed that effectiveness of principals in monitoring the staff has a significant correlation with the mean score of the school. The study observed that, the fact that there is an improved school mean score demonstrates that in one way or another, student performance is influenced by monitoring practices of the principals. Staff monitoring entails, the attendance of classes by the teachers as well as their teaching methodologies. Part of teacher supervision includes the motivation of teachers to give their best and where possible for teachers to go out of their way in service to the students. Kipngetch (2016) investigated the influence of the teaching supervision of head teachers on the performance of students in KCPE in public schools in Mulot Division, Narok South Sub-County in Kenya. The study concluded that the frequency of classroom visitation was not

adequate and hence it had a negative effect on pupils' academic performance.

### III. METHODOLOGY

The research adopted causal comparative design and descriptive survey design. Causal comparative design was used to check the influence of principals' delocalization on teacher supervision. The study was carried out in public secondary schools' in counties in eastern region, Kenya. since the region has been experiencing a high rate of principal delocalization from the introduction of delocalization policy in the year 2018. A total of 924 secondary schools out of a total number of 1,754 secondary schools have been affected by delocalization which means at least 53% of the schools in selected counties in eastern region are affected by principals' delocalization. The target population of this study was 4,062 respondents comprising on 4,055 secondary school teachers employed by TSC, one TSC RQASO and six CQASO.

Multi- stage sampling was employed to obtain a sample size of 162 respondents. A questionnaire for teachers and an interview schedule for TSC RQASO and CQASO in data collection. The study used Cronbach's Alpha method of reliability testing. The study instrument Cronbach's alpha coefficient was 0.886. The research instrument was hence deemed fit for data collection.

The study hypothesis was tested using Chi square at significance level of  $\alpha = 0.05$ . Data analysis was done using computer spread sheet and Statistical Package for Social Sciences (SPSS) Version 26.0. The findings of the study were represented by use tables and prose narrations. Qualitative data was discussed thematically.

### IV. RESULTS

The objective was to establish whether there is a difference in teacher supervision by principals before and after delocalization in public secondary schools in counties in eastern region, Kenya. The research collected data from teachers on the teacher supervision. The findings are depicted in Table 1 and 2.

#### *Descriptive Statistics*

Teachers view on Teacher supervision using frequent counts and percentage

Table 1: Teachers View on Teacher Supervision using Frequent Counts and Percentages

Statement	Before					After				
	SA	A	UN	D	SD	SA	A	UN	D	SD
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Principals empower HODs to supervise syllabus coverage and perform lesson observation	42 (26.7)	58 (36.6)	27 (16.8)	28 (17.8)	3 (2.0)	39 (24.8)	56 (35.6)	20 (12.9)	31 (19.8)	12 (6.9)
Principals empower HODs to carry out lesson observation	34 (21.8)	60 (37.6)	19 (11.9)	39 (24.8)	6 (4.0)	27 (16.8)	67 (42.6)	20 (12.9)	30 (18.8)	14 (8.9)
Principals oversee provision of remedial teaching by ensuring time is allocated and teachers assigned those responsibilities	34 (21.8)	53 (33.7)	22 (13.9)	41 (25.7)	8 (5.0)	31 (19.8)	56 (35.6)	16 (9.9)	39 (24.8)	16 (9.9)

Principals ensure teachers are allocated time for remedial lessons	28 (17.8)	61 (38.6)	11 (6.9)	49 (30.7)	9 (5.9)	22 (13.9)	64 (40.6)	12 (7.9)	35 (21.8)	25 (15.8)
Principals inspect students work as a way of ensuring teachers mark and check learners books	30 (18.8)	53 (33.7)	11 (6.9)	44 (27.7)	20 (12.9)	31 (19.8)	59 (37.6)	5 (3.0)	25 (15.8)	38 (23.8)

V. DISCUSSION

The information on table 1 shows that, before delocalization, 36.6% agreed that principals empower HODs to supervise syllabus coverage and perform lesson observation, 26.7% strongly agreed while 17.8% disagreed. After delocalization, 35.6% agreed that principals empower HODs to supervise syllabus coverage and perform lesson observation, 24.8% strongly agreed while 19.8% disagreed. Before delocalization, 37.6% of teachers agreed that principals empower HODs to carry out lesson observation, 24.8% disagreed while 11.9% were undecided. After delocalization, 42.6% agreed, 18.8% disagreed while 12.9% were undecided. As for principals overseeing provision of remedial teaching by ensuring time is allocated and teachers assigned those responsibilities, before delocalization, 33.7% agreed, 25.7% disagreed while 13.9%

were undecided. After delocalization, 35.6% agreed, 24.8% disagreed while 9.9% were undecided. Before delocalization, 38.6% agreed that principals ensure teachers are allocated time for remedial lessons, 30.7% disagreed to the same while 6.9% were undecided. After delocalization, 40.6% agreed that principals ensure teachers are allocated time for remedial lessons, 21.8% disagreed and 7.9% were undecided. Before delocalization, 33.7% agreed, 27.7% disagreed while 6.9% were undecided that principals inspect students work as a way of ensuring teachers mark and check learners' books. After delocalization, 37.6% agreed, 23.8% strongly disagreed while 3.0% were undecided.

*Challenges and Observation of Teachers on Teacher Supervision.*

Table 2: Challenges and Observation of Teachers on Teacher Supervision

Descriptive Statistics	N	SA N (%)	A N (%)	UN N (%)	D N (%)	SD N (%)	Mean	Std. Dev	Interpretation
There is sufficient teacher supervision	158	39 (24.8)	64 (40.6)	19 (11.9)	28 (17.8)	8 (5.0)	3.62	1.182	Agree
Teachers change quickly with directions from new principals	158	5 (3.0)	59 (37.6)	27 (16.8)	47 (29.7)	20 (12.9)	2.88	1.143	Undecided
Principals are professional in handling teachers' issues	158	12 (7.9)	49 (30.7)	28 (17.8)	44 (27.7)	25 (15.8)	2.87	1.238	Undecided
Principals have a good rapport with teachers	158	12 (7.9)	50 (31.7)	31 (19.8)	37 (22.8)	28 (17.8)	2.89	1.256	Undecided

As shown in table 2,

Majority of the teachers, 65.4% agreed that there is sufficient teacher supervision while a minority 22.8% disagreed. There was slightly larger number of teachers who disagreed, 42.6% that teachers change quickly with directions from new principals with 40.6% agreeing.

*Chi square Test Results on Principals Teacher Supervision Duty*

To find out whether there was a difference in teacher supervision by principals before and after delocalization in selected counties in eastern region, Kenya, a chi-square test was computed. The analysis of the hypothesis testing is presented in Table 3:

Table 3: Chi-Square Test for Teachers

	Value	df	p-value
Pearson Chi-Square	114.054	16	0.000
Likelihood Ratio	106.297	16	0.000
Linear-by-Linear Association	57.986	1	0.000
N of Valid Cases	158		

As shown in Table 5;  $\chi^2 (16, 158) = 114.054, p=0.000$  indicated that there was a difference in teacher supervision by principals before and after delocalization. The p-value being less than 0.05, therefore the null hypothesis was reject and conclude that there is a statistically significant difference between teacher supervision by principals before and after delocalization in selected counties in eastern region, Kenya.

*Interview Schedule Findings on Principal Delocalization*

The opinions and views of TSC RQASO and CQASO were also sought on principals' teacher supervision duties. The responses to interview questions are presented in excerpt 1.

*Excerpt 1*

*Researcher:* In your opinion how has delocalization affected principals' teacher supervision duty

*Respondent 1:* I believe it has made teacher supervision more frequent. The delocalized principals spend most of their working time in school since they have very little to do outside the school compound hence they more time to supervise

teachers, motivate and build team spirit among the teachers.

*Respondent 2:* The presence of the principal most of the working hours in school has a positive effect on teachers who feel protected and taken care of. This in itself encourages teachers to give their best in performance of their duties.

*Respondent 3:* Teachers appreciate principals who are in touch with the daily occurrence of the school which makes it easier for principals to understand the challenges teacher go through as they perform their duty. This is possible because delocalized principals have enough time to attend to their classes. The principal is then viewed as a role model.

*Respondent 4:* Delocalization has improved teacher supervision because new principals tend to be fair and just in decision making given that they are unaware of existing internal staffroom politics.

The respondents all agreed that delocalization has a positive impact on teacher supervision. The findings are consistent with the findings of Kariuki (2018) who noted that school principals and head teachers that have served in one station for a long period of time tend to develop dictatorial tendencies and create a callous attitude that requires to be corrected.

The findings of this concurs with the findings of a study on delocalization a case for or against in the context of educational institution in Nandi, Uasin Gishu and Trans Nzoia counties in Kenya by Kimutai (2019) using descriptive research design. In the study 42.85% of respondents were of the opinion that delocalization strengthens management of learning institutions, 57.14 % were of the opinion that delocalization improved rationalization and redistribution of school principals and head teachers. The respondents majorly reported that delocalization policy is a tool that will inject fresh thinking and promote new ways of approaching traditional challenges affecting the internal processes of the school and even the relationship between the schools and surrounding community. In addition, 68.2% of respondents interviewed, supported the delocalization policy while a minority 32.25 % opposed it. 68.2% reported a favorable view of the policy as a staffing tool that seeks to promote overall educational standards and procedures. Further, the study concluded that localization of teaching and subordinate staff undermines the state of national cohesion and social integration and permits various management malpractices in educational institutions. The study concluded that a localized school headship is vulnerable to manipulation by various stakeholders affecting negatively education standards. The finding of the study show that principals delocalization has a significant influence on teacher supervision and as such it should continue to be employed.

## VI. CONCLUSIONS

The purpose was to investigate whether there is a difference in teacher supervision by principals before and after delocalization in selected counties in eastern region. The research concluded that teacher supervision is adequate in schools and there is sufficient allocation of remedial teaching to aid in the syllabus coverage and to assist students who are experiencing academic challenges. The study further concluded that there was a statistically significant difference in teacher supervision by principals before and after delocalization in public secondary school in counties in Eastern region, Kenya.

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