

Influence of Head Teachers' Supervision of Teacher Curriculum Development on Provision of Quality Education in Secondary Schools in Kenya

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Abstract: Kenya has, since independence desired to provide quality education to learners. Despite the Governments' efforts to implement measures to improve quality of education in schools, the secondary sub-sector continues to face supervision challenges that could compromise the quality of education provided. The objective of the study was to find out if the head teachers' curriculum implementation, had any influence on provision of quality education in Kisumu East Sub-County, Kenya. The study population considered 48 secondary schools with a population of 927 students, 449 teachers and 48 head teachers. The study used a sample size of 370 of 309 students, 45 teachers randomly selected and 16 head teachers selected using purposive sampling. The instrument validity was ascertained by use of a four-point scale rating by experienced colleagues to ascertain if the questions were relevant while instrument reliability was ascertained by Test re-test Technique. The research Design was Descriptive Survey. The qualitative data was analyzed using descriptive and inferential statistics. Data from interviews were analyzed qualitatively in an on-going process as the themes and sub-themes emerged from the data. The findings of the study showed that there was a strong relationship between head teacher supervision of curriculum implementation on quality education provision in Kisumu East Sub-county, Kenya. The study concluded that head teachers employed inadequate methods for supervision of teachers in the sampled schools, preferring to rely on written records to establish the quality of education, and reports from HODs. The study recommended that the head teachers should take up their roles as internal quality assurance officers and ensure that they attended supervision training sessions offered by Kenya Educational Management Institute.

Keywords: Curriculum development Quality education, Supervision, Institutional development

1. Background to the Study

One of the major causes of the poor academic performance can be ineffective Instructional Supervision (Alimi&Akinfolarin, 2012). The main objective of supervisory practice in schools is to improve instruction, which is, teaching and learning. According to Pearson, (2009), when supervising in the educational realm, supervisors should seek to help those being supervised realise their possibilities and usefulness. Curriculum is the sum total of the learning opportunities presented to a learner by the environment, especially planned, organized and constructed for that purpose (Education Act, Cap. 211). Curriculum is defined as a plan for providing learning opportunities and experiences to our learners to achieve educational goals and specific objectives for the Kenyan society. There is no better general statement of purpose of education in Kenya than that of National Goals of Education. First, enlarge learners' knowledge, experiences and imaginative understanding and thus their awareness of moral values and capacity for enjoyment. Secondly, enable him/her enter the world after Basic Education as an active participant in society and responsible contributor to it, capable of achieving as much independence as possible (Task Force Report, 2012).

Sharma, Yusoff, Kannan & Baba, (2011), carried out a study in three Asian countries, India, Malaysia and Thailand. The purpose of the study was to find out the concerns of teachers

and principals on instructional supervision. The study followed a qualitative method using interviews and questionnaires. 100 teachers and 25 head teachers participated in the study. Questionnaires were sent through email. Interviews were conducted online using msn or skype. Findings were that instructional supervision was just an eye wash, a paper completion and punitive process, and non-beneficial to teachers. This finding was in agreement with that of Mupoperi, (2007), doing a study in Zimbabwe and finding that teachers were unwilling to accept criticism and gave cosmetic impression during supervised lessons. The study above used a very wide scope such that the sample size used could not be representative. The current study used a manageable scope of one sub-county so as to do an intensive study of a small area rather than such an extensive study of a very wide area. During data collection, the study used social media to carry out the study, and email to post questionnaires. However, the current study used face to face interviews and self-administered questionnaires which has an advantage over mailed questionnaires. Mailed questionnaires may not be answered in good time and, some parts which need explanation by the interviewer may go unanswered should the respondent fail to understand them.

According to Glanz, College, Shulman, & Sullivan, (2007) carrying out a study in America on impact of instructional supervision on student achievement: Can we make the connection? The purpose of the study was to find out the

status of instructional supervision within several New York City public Schools. The study used survey, (questionnaire and interviews that centralized educational reforms. Results indicated that in many instances principals, given many non-instructional duties did not have time to undertake continuous and meaningful supervision. The finding was in agreement with those of Fuller, (2007), Tyagi, (2011) and Alimi, (2012) who also found, in their various studies in different parts of the world, that head teachers engaged themselves more with other duties in the school that instructional supervision of their teachers. The study concluded that highly centralized system of schooling that mandated prescribe added responsibilities for supervisors and instituted narrow definitions of accountability aimed to hold principals and teachers accountable for increases in student achievement transformed instructional supervision into a monitoring function at its best. The study concluded that Principal leadership is essential as is the establishment of a culture of teacher empowerment and professional development.

However, the study was done in New York and another one should be done in the Kenyan context to find out if the head teachers are overwhelmed with work making them unable to do thorough supervision of their workforce. This is what the current study sought to find out.

Similarly, another was done in America by Farley, (2010) who conducted a study in the University of Pennsylvania. The study was on instructional supervision: A descriptive survey focusing on the observation and evaluation of teachers in cyber-schools. The aim was to describe performance criteria, supervisory practices, and the impact these practices had on instruction in three cyber-schools enrolling full-time students. The findings were that performance criteria were similar for both traditional and online teachers in sampled schools. The study also found that many instructional criteria did not translate to an online environment. However, administrators adapted supervisory practices to observe and evaluate instruction in cyber-schools. Supervision was online by administrators observing lessons by logging into Learning Management Systems to evaluate instructional delivery. The study recommended that there was need for cyber-school accreditation to standardize criteria and supervisory practices that facilitate instructional supervision in an online environment. The study also recommended that coursework and training on pedagogical practices in cyber-schools can provide teachers and administrators with skills to work productively in an online environment.

The study by Farley, (2010) described above was done in a developed country. However such a study cannot be done in Kisumu East sub-county. This is because the environments are different as many of Kenyan learners are in face to face learning environments as opposed to cyber learning. Besides, many Kenyan students and teachers are not skilled in cybernetics. The Kenya Government has also not accredited such form of cyber-learning, neither is it recognized at this level of learning in secondary school sector. Cyber-schools are in themselves, non-existent in Kisumu East sub-county. The

study described in Pennsylvania University has not fully developed clear methods of curriculum supervision as opposed to this current study that looked at well established head teachers' supervisory practices and how they influence quality education provision in the sub-county.

In Africa, Mupoperi, (2007) in a study of Teacher supervision in Four mission Secondary schools in Zimbabwe, found that teachers were unwilling to accept criticism, had cosmetic impression during supervised lessons, resistance to change and teachers regarding supervisors as fault finders. The study used a case study design focusing on occupational groups in teaching. A descriptive approach was used. Data collection was done using questionnaires and interview schedules. A random sample of 72 supervisors and 220 teachers was selected across Murehwa district mission secondary schools. The findings of the study were that despite the negative attitude of teachers towards the inspection era type of teacher supervision, successful teacher supervisors opted for supervisory models that are interactive rather than directive. The study recommended that there is need to involve teachers' principals, subject specialists, to make instructional supervision more meaningful. The study also recommended that future studies be on supervision as a continuous development and corporate process. Just like Mupoperi, (2007), doing a study on perceptions of teachers and supervisors on the supervision process, Wanzare, (2013), conducted a study which was part of qualitative and quantitative survey research to determine the perceptions of head teachers, teachers and Government education officers regarding internal supervision and staff development in public secondary schools in Kenya. Wanzare (2013) found out that the major desired skills and attributes of the internal instructional supervisor included exemplary leadership, supervisory skills in teaching subjects and high integrity among others. In addition, Wanzare, (2013) found that head teachers, as internal supervisors should be qualified and experienced teachers.

The study of Mupoperi (2007), described above was done on the perceptions of teacher supervision by the teacher supervisors. This means that an important player in supervision, the head teacher was neglected. The current study used the head teacher as a major participant, because the head teacher is the main supervisor on the ground. Mupoperi also had the study done on external supervision, a once in a while exercise while this current study dwelt on internal teacher supervision, an ongoing process, which reveals a hands on management style.

Another study done in an African set up was by NzabonimpaBuregya, (2013) in Uganda. The study examined the Influence of Secondary School Head Teachers' General and Instructional Supervisory Practices on Teachers' Work Performance. Qualitative and quantitative methods with a descriptive-co relational research approach were used in the study. Purposive sampling technique alongside random sampling technique was used to select the research participants from secondary schools. The study employed Self-constructed

questionnaire and structured interviews which were used as relevant tools to gather data from respondents. Descriptive statistics, frequency, percentage, and mean were used in analyzing data and reporting the study findings. And Pearson Correlation Coefficient was used to establish the extent of relationship between head teachers' supervisory practices and teachers' work performance.

Archibong, (2010) carried out a study in Nigeria on instructional supervision in the administration of secondary education as a panacea for quality assurance, highlighting the concepts of instructional supervision as classroom observation, teacher visitation, and demonstration, among others. The population of this study comprised of administrators and teachers numbering 450. A research sample of 250 was used. Document analysis, a self designed questionnaire. Data from document, verbal interview conducted and percentage counts were used to find solution to the research questions. . The findings were that an unsupervised instruction may mar the standards of education. Based on these findings it was recommended that Government and Proprietors should provide finance and instructional materials, employ Guidance Counselling teachers and conduct regular seminar/workshop and follow it up with qualitative supervision/inspection. The study suggested that principals, as catalysts should facilitate the implementation of various sets of instructional activities that will improve teaching-learning situation in the input-process-output framework. They should employ only professional teachers, provide proper remuneration, and maintain a good communication system, close down unapproved schools. This suggestion was similar to those made by the Kenya Government who constituted a Task Force (2012) to look into what was ailing quality education provision in the country. The Task Force also came up with suggestions that head teachers are the catalysts of the education process and should be forceful in ensuring curriculum implementation. However, the study by Archibong (2010) concentrated more on differentiating between supervision and inspection, quality assurance/total quality management as well as quality in teaching and learning. The current study laid emphasis on how the supervision process can influence total quality outcomes in Kisumu East sub-county secondary schools. The study by Archibong',(2010) described above treated quality education in the cognitive perspective. This is seen in the variables studied on supervision by classroom observation, teacher visitation, and demonstration, among others. This study sealed this gap by expanding the meaning of quality education to encompass a wider perspective of total quality formation of the learner. The study laid emphasis on the ability of the learner to have life skills that can help the output to survive outside the school, make the correct choices and be innovative, making use of the little available resources into something tangible and economic.

In West Africa, Frempong, (2011) conducted a study in the University of Winneba, Cape Coast. The purpose of the study was to find out factors contributing to poor performance of students in the basic education certificate examination in

selected public junior high schools in Effutu Municipality. The study adopted a descriptive survey design. An 11 item Linkert-type questionnaire from teachers and semi-structured Focused Group discussion Interviews, and one on one interviews for students, parents and circuit supervisors were used to collect data. Data from documents were also used. Data analysis was done through frequency counts involving simple percentages and content analysis techniques using themes and comments from questionnaires and interviews. The findings were that contributions to poor academic performance of students included inadequate teaching and learning materials, teacher and student absenteeism and lateness, inability to complete the syllabus among other factors. Recommendations were that regular sensitization should be organized in the Municipality to inform parents about the value of education to their, children, community and nation as a whole.

However, the study by Frempong (2011) described above did not show how head teachers supervise implementation of curriculum programs. This could explain why syllabus coverage is poor. The current study was in agreement with the views of Mpokosa and Ndaruhutse, (2008) that, without supervision, teachers recycle the same material for years without making adjustments or improvements in the old notes. Therefore the current study included supervision of the teachers by head teachers to ensure syllabi were covered in good time to ensure quality grades at National Examinations.

In the University of Nairobi, Kenya, Jerop, (2013) carried out a study on the influence of head teachers' instructional supervisory activities on KCPE performance in Starehe district. The writer notes, quoting from Macharia (2012), that it is the responsibility of head teachers to ensure the provision of adequate resources to facilitate Curriculum implementation...and that this responsibility entails acquisition, allocation, distribution, control and maintenance of resource. The study, (Jerop, 2013), was based on Scientific Management Theory as formulated by F.W. Taylor (1911). It used descriptive survey design. The study population was all the 30 primary schools in Starehe district. Simple random sampling technique was used to sample 10 schools.

Purposive sampling technique was then used to sample one head teacher per school and 9 teachers per school making the sample size to be 100. Questionnaires were the main data gathering tool. The study established a strong correlation between supervision and curriculum delivery in the primary schools of Starehe. The study concluded that there should be regular monitoring of professional documents to help check of syllabus coverage. Jerop, in agreement with Nassozi, (2010) doing a research in Wakiso District in Uganda, recommended that head teachers should be keen on discipline management while also addressing a review of curriculum implementation resources. The study recommended that further research be done on reasons behind perennial poor performance of schools in the district. The study further recommends that this responsibility entails acquisition, allocation, distribution, control and maintenance of resource provision.

The above described study done by Jerop (2012) was carried out in primary schools in an urban set up. Similarly, the current study was also done of urban set up though in secondary schools. While the above described study used a theoretical framework, the current study applied conceptual framework based on the current concepts of supervision and the reality on the ground. The above described study neglected the learner population in the study therefore missing out on the feelings of the learners as regards curriculum delivery to them. The researcher therefore missed out on the reasons the beneficiaries could give regarding the 'perennial poor performance in Starehe' The current study included the learners of Kisumu East sub-county in the research in order to find out from them what was ailing their performance in the sub-county.

1.1 Statement of the Problem

The poor rate at which students are performing in their KCSE examinations in Kisumu East sub-county needs urgent attention. In Kenya, all secondary schools, irrespective of their location and ownership are expected to function in compliance with the achievement of the National education objectives- this determines the quality of the secondary school output.

What is being experienced today is not good. This is because the Task Force (2012), which was mandated by the Kenya Government to ensure quality education in Kenyan schools found out that out of the 4,000 secondary schools in the country, only 600 performed well. Secondary school education head teachers in Kenya, and education stakeholders in the wider Kisumu County, are in agreement that the idea of Quality education provision must be given serious attention.

Kisumu East Sub-county has posted poor results over the years. In his speech during the release of the 2012 district KCSE results in 2013, the Chairman, KESSHA Kisumu Branch, highlighted the 'need to supervise the workforce in order to realize quality grades in the sub-county schools'. The 2014 KCSE results released in June 2014 still indicated similar results for the sub-county which came bottom in Kisumu County out of the other six sub-counties, with a mean score of 4.615. The best grade in KCSE examinations started at B+ and only 5 candidates in that category. The sub-county did not post any 'A' grades in the examinations.

The general objective

The general objective of this study was therefore to find out the influence of head teachers' selected instructional supervisory activities on provision of quality education in secondary schools in Kisumu East sub –county.

The specific objective

The specific objective of the study was to determine how the head teachers' supervision of curriculum implementation influence provision of quality secondary school education in Kisumu East sub-county, Kenya.

Significance of the Study

One great importance of the study is that it alerted the key education stakeholders holding administrative positions such as the Ministry of Education, the Quality assurance Officers, Secondary school leaders to revive their zeal for instructional supervision in Secondary schools in Kisumu East sub-county.

The study expected the MoE to be spurred to enforce supervision-based training, seminars, workshops and refresher courses for secondary school teachers to improve their pedagogy and therefore improved service delivery to the customer – the learners.

This study was very beneficial to the instructional supervisors, and the head teachers who are expected to be motivated to improve their supervisory skills and practices as they objectively read this study report, findings and recommendations. The study will also benefit the secondary school teachers in keeping them abreast of the need for instructional supervision to improve their classroom instruction and management as well as help them meet their professional growth and development needs. The study showed that supervision is a worthy application to monitor and evaluate educational programs. Lack of close supervision is one of the factors to be blamed for such enormous failures.

2. Methodology

The study population considered 48 secondary schools with a population of 927 students, 449 teachers and 48 head teachers. The study used a sample size of 370 of 309 students, 45 teachers randomly selected and 16 head teachers selected using purposive sampling. The instrument validity was ascertained by use of a four-point scale rating by experienced colleagues to ascertain if the questions were relevant while instrument reliability was ascertained by Test re-test Technique. The research Design was Descriptive Survey. The qualitative data was analyzed using descriptive and inferential statistics. The descriptive statistics was used to summarize data in form of tables, frequencies and percentages. Questionnaires and Interviews were used to obtain data. Data analysis was done by use of SPSS version 20 and co-relational techniques. Data from interviews were analyzed qualitatively in an on-going process as the themes and sub-themes emerged from the data.

3. Data Analysis

In exploring the head teachers' supervision of curriculum implementation constructs, statements were drawn relating to concepts which were important constituents of the supervision of curriculum implementation measurements. The students and teacher respondents were presented with different but similar sets of statement on supervision of curriculum implementation. They were Likert-scaled item type questions, in which the respondents choose from 5-point score; strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD). From the respondents' responses, the

researcher computed percentage frequencies as shown in the Tables below

Student's responses on supervision of curriculum implementation

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal always joins the class when another teacher is teaching	(6)2.5	(25)10.4	(35)14.6	(28)11.7	(146)60.8
Syllabus coverage is ensured through regular class attendance	(83)34.6	(157)65.4	(0)0.0	(0)0.0	(0)0.0
Teachers give well researched work	(100)41.7	(111)46.3	(0)0.0	(29)12.1	(0)0.0
Syllabus is completed in good time	(12)5.0	(143)59.6	(56)23.3	(0)0.0	(29)12.1
Teachers are always adequately prepared for their lessons.	(108)45.0	(126)52.5	(6)2.5	(0)0.0	(0)0.0
Supervision of Instruction is necessary for students to do well.	(136)56.7	(6)2.5	(86)35.8	(0)0.0	(12)5.0

Teacher's responses on supervision of curriculum implementation

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Head teacher visits the classroom to ensure teacher content delivery is in line with recommended syllabus.	(0)0.0	(45)100.0	(0)0.0	(0)0.0	(0)0.0
Head teacher evaluates teacher to improve instructional practices	(0)0.0	(15)33.3	(30)66.7	(0)0.0	(0)0.0
Furnishes teachers with useful professional material and resources	(0)0.0	(30)66.7	(0)0.0	(15)33.3	(0)0.0
Head teachers are undertaking internal supervision of curriculum.	(0)0.0	(30)66.7	(15)33.3	(0)0.0	(0)0.0
The time allotted for Curriculum instruction is adequate.	(0)0.0	(15)33.3	(0)0.0	(30)66.7	(0)0.0
Head teachers go round to observe teachers in the classroom.	(0)0.0	(0)0.0	(15)33.3	(30)66.7	(0)0.0
Teachers are committed to proper use of instructional time	(0)0.0	(30)66.7	(15)33.3	(0)0.0	(0)0.0
Head teachers visit classroom to oversee how teachers organize group work	(0)0.0	(0)0.0	(30)66.7	(15)33.3	(0)0.0
Head teachers supervise effectively as expected.	(0)0.0	(30)66.7	(15)33.3	(0)0.0	(0)0.0
Head teachers are not bold to point out the teachers' mistakes to them.	(0)0.0	(30)66.7	(0)0.0	(0)0.0	(15)33.3
Head teachers discriminate and are not fair and firm	(0)0.0	(15)33.3	(15)33.3	(0)0.0	(15)0.0
Head teachers provide a time table for smooth coordination and teaching.	(0)0.00	45(100.0)	(0)0.0	(0)0.0	(0)0.0
Head teachers have knowledge and skills of supervision	(15)33.3	(15)33.3	(0)0.0	(0)0.0	(15)33.3
Head teachers are sufficiently trained in supervision.	(15)33.3	(15)33.3	(15)33.3	(0)0.0	(0)0.0
Students have adequate learning and teaching materials.	(0)66.7	(30)66.7	(0)0.0	(15)33.3	(0)0.0

The finding of the study shows that supervision of curriculum implementation in the secondary schools in Kisumu East Sub-County by the head teacher is real. This finding contrasts with those of NzabonimpaBuregya, (2013) who, doing a study on influence of secondary school head teachers on general and instructional supervision found that to a great extent, head teachers, especially in private schools did not carry out supervision except for some informal class visits. The findings of the current study were that (30)66.7% of teachers confirmed that the head teachers were undertaking internal supervision of curriculum as required and only a small number (15)33.3% of the teachers said their head teachers were not adequately and effectively supervising the implementation of the curriculum. This finding was in agreement with those of NzabonimpaBuregya, (2013), described above when teachers said that instructional supervision in their schools was non-existent. The current study also found out that the head teachers evaluate teachers to improve instructional practices, as was observed by a third of the teachers who took part in the study. However, significantly large proportion (30) 66.7% of teacher respondents were undecided on whether head teachers really evaluate the staff to improve instructional practices or there were other motives behind their actions. This was similar to the study done by Mupoperi, (2007) whose findings were that despite the negative attitude of teachers towards the inspection era type of teacher supervision, successful teacher supervisors opted for supervisory models that are interactive rather than directive. The analysis of the teacher responses in the current

study revealed that majority of the teachers doubted whether the head teachers were sufficiently trained in supervision of curriculum implementation and had the right skills and knowledge to do that. This finding was similar to that of NzabonimpaBuregya, (2013), who, doing a study in Uganda found that head teachers were unaware of their job description, were not given support to practice instructional supervision, and experienced both role conflict and ambiguity in the course of completing the work of headship and teaching simultaneously.

Only (15)33.3% of the teachers in the current study agreed that the head teacher possessed the relevant skills and experience to supervise the implementation of the curriculum, another (15)33.3% of the teachers negated the statement that the head teachers had relevant skills to supervise curriculum implementation and the last (15)33.3% of teachers declined to divulge their opinion on the issue of the head teachers being qualified or not. Among the teachers who believed that the teachers had the perquisite training and experience to supervise teachers on curriculum implementation, (30)66.7% of them said that the head teachers supervise curriculum implementation effectively as expected of them. This was similar to the findings done by Muriithi, (2014) who carried out a study in the primary schools in Imenti South District, Kenya. The purpose of the study was to investigate the influence of head teachers' instructional supervision strategies on curriculum implementation in public primary schools. It

also found, just like what the current study did, that supervision by the head teachers was good and that it was done daily.

However, behind this back drop of argument on whether or not the head teachers had the right skills to supervise curriculum implementation, majority (142)59.2% of the students in this study believed that supervision of instruction was necessary for students to do well and for the general achievement of quality of education in secondary schools. Similarly, Mumo, Kadenyi and Kiboss, (2014), on a study in Machakos, Kenya reported that statistical findings revealed that there was significant relationship between supervisory skills used by the head teachers and the students' academic performance and that it was necessary for students to realize higher academic achievement.

It emerged from the current study that head teachers visit the classrooms to ensure teachers' content delivery were in line with recommended syllabus, as was observed by all (45)100% of the teachers who took part in the study. However despite the fact that the head teachers go round the classroom, they never listen or observe teachers teach. This was noted by two thirds of the teachers who refuted the allegation that the head teachers sit in class and observe teachers teach. Similarly in the study by Nzabonimpa-Buregya, (2013) in Uganda, senior teachers said that they had been teaching for more than a decade in the schools where they were but had never once been supervised in class. This fact was also confirmed by the students who took part in the current study; majority (174)72.5% of them denied that the principals always joined the class when another teacher was teaching. Only negligible (12.9%) of the students claimed that the head teachers joined their classes when another teacher was teaching. Whereas, majority (30)66.7% of teachers were not sure whether the head teachers visited classrooms to oversee how teachers organize group work, (15)33.3% of the teachers were sure that the head teachers never did that.

Majority (30)66.7% of the teachers confirmed that the head teachers were committed to proper use of instructional time and to do this head teacher ensures that teachers' time allotted for curriculum instruction was adequate. This was confirmed by a third of the teachers who took part in the study, notwithstanding (30)66.7% of the students having said that the head teacher did not go any extra mile to provide the teachers with adequate instruction time. Nonetheless, all the teachers 45(100%) accepted that the head teachers provide a time table for smooth coordination and teaching. Two thirds of the teachers said that the head teachers did they best to furnish the teachers with useful professional material and resources, but (15)33.3% of them denied that the head teachers equip them with appropriate teaching and learning materials.

On the part of the syllabus coverage and content delivery, 15(33.3%) of the teachers believed that the students did not have adequate learning and teaching materials. Nevertheless, all the students believed [strongly agree :(83)34.6%; agree :(157) 65.4%] that syllabus coverage was ensured through

regular class attendance from both the teachers and students. Although, (56)23.3% of the students remained non-committal, nearly two thirds of the students agreed that syllabus was completed in good time for the various classes and subjects. It was also noted that most teachers in Kisumu East Sub-County give students well researched work, as was observed by the majority [strongly agree: (100)41.7%; agree:(111)46.3%]of the students themselves, with only (29)12.1% of the students not agreeing. In fact a further (108)45.0% of students strongly agreed that teachers were always adequately prepared for their lessons, (126)52.5% also supported the statement and only the remaining negligible (6)2.5% of the students indicated that teachers were not always adequately prepared.

However, it emerged from the findings of the study that some head teachers' failure to effectively supervise curriculum implementation was founded on the fact that they favored some members of staff and discriminated against others. This was confirmed by the majority (30)66.7% of the teachers who took part in the study and agreed that the head teachers were discriminating and were not fair and firm on professional matters. In fact, a significant proportion (15)33.3% of the teachers who participated in the study also added that the head teachers were not bold to point out the teachers' mistakes to them. This finding contrasts with the recommendations of Kihumba, (2008) that a good head teacher should provide supervision especially in areas of classroom teaching in order to enable him/her supervise curriculum implementation. Kihumba's recommendation was in agreement with that of Olatunde and Otieno-Omondi, (2010) that supervision that promotes instructional improvement is the primary responsibility of school leaders.

4. Findings, Conclusions and Recommendations

On the question of the head teachers' supervision of curriculum implementation, only a negligible percentage agreed that their head teachers visited the classroom when another teacher was in session to ensure correct curriculum implementation. Of the few that agreed the head teachers do visit the classes, teachers said head teachers do not pay attention to what the teachers are teaching. Other head teachers only walk around to ensure the teachers are inside the classrooms, without listening to what they are teaching. Most of the actual curriculum implementation supervision is left to the HODs and, only through record of work and lesson books.

The study concludes that actual supervision of curriculum implementation is weak in Kisumu East Sub-county. This could explain the low scores by students in KCSE exams with only a few schools able to post high scores. Recommendations were derived from the study findings as follows:

- Teachers should make optimum use of teaching and learning time to convince the learner of the need to stay in the classroom
- Head teachers should introduce staff appraisals through locally designed forms to enhance standards and engage in

evaluation, and class observation so as to ensure that a variety of teaching methods are utilized and curriculum implementation is done correctly.

- Head teachers should frequently invite quality assurance officers to advice on school affairs and curriculum evaluation process.
- the Ministry of Education to reinforce supervision based training, seminars, workshops and refresher courses countrywide for secondary school head teachers. By so doing even those who missed out on supervision courses at University or college level would benefit.
- The Quality Assurance Officers should increase the frequency of their visits to schools in Kisumu East Sub-county.

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