

Influence Of teachers Of English's Attitude towards Internal Instructional Supervision on Their Teaching Effectiveness in English in Secondary Schools of Kakamega County, Kenya

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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 a mean score of 5.28 in Kenya Certificate of Secondary Examination (2007-2012). 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 teachers of English's attitude towards IIS on their teaching effectiveness. A conceptual framework constituting of attitude of teachers of English towards internal instructional supervision as the independent variables and teaching effectiveness as the dependent variable was used. The study used ex-post –facto, correlation and descriptive survey. Population was 13 QUASO and Standards Officers (QUASO), 247 principals, 247 HODs and 494 teachers. It sampled 13 QUASO, 74 principals, 74 HODs and 215 teachers purposively. Questionnaires, interview schedules and document analysis guide were used. To establish validity, the instruments were given to experts in language pedagogy. A pilot study was conducted using 10% of the population; hence, 24 principals, 24 HODs and 50 teachers were used to establish reliability. Quantitative data was analysed using frequencies, percentages and Pearson's correlation coefficient and regression. Qualitative data was transcribed, categorized and reported in themes relevant to the study. Findings revealed that teachers have a positive attitude towards IIS and thus recommends that stakeholders of this practice should conduct it frequently.*

KeyWords: *Internal instructional supervision, influence, teaching effectiveness and attitude*

Date of Submission: 30-06-2018

Date of acceptance: 17-07-2018

I. Background To The Study

One of the challenges facing education systems in most countries world over is how to uphold quality of public education amidst the increasing national and fiscal constraints. In 2009, Polish's Ministry of Education (MoE) requested the World Bank's assistance in exploring ways to improve teaching quality and education outcomes through improved systems of supervision and support to schools (Nakpodia, 2006). According to international literature many teachers may not have mastered sufficient skills for effective teaching; hence there is need for instructional supervision (Beach &Reinhartz, 2000). Through this supervision, Eneastor (2001) propounds that, they acquire new teaching skills, classroom management skills and positive attitude towards instruction.

In Africa just as in the international perspective, quality in education is equally prioritized. Nakpodia (2006) emphasized that particular attention should be given to the issues concerning education quality and improvement strategy in the developing world. He further mentioned that there is substantial evidence of decline in education quality in many developing countries even at a time when donor assistance has been directed towards education improvement. Basing on this state of affairs, it is thus possible that various educational aspects that promote quality are at stake; of particular interest to this study is internal instructional supervision.

Findings of many studies conducted in Africa including studies by, Alimi and Akinflorin, (2012), Kipkurui (2012) Odu and Udu (2016), Orenaiyaet al (2014) Thembinkosi (2013) have supported the fact that effective supervision results to achieving the stated goals of education. Thus, when matters that pertain to IIS are put under perspective then this declining quality in education in Africa can be remedied.

Since 1963, the government of Kenya has made significant strides in providing quality education to its citizens. None the less, The MOE report on the Sector Review and Development (2003) pointed out the problem of quality of teaching and learning in various secondary schools. This was attributed to teacher inadequacy, ineffectiveness and motivation. The report then recommended that supervision of instruction should be used to offer instructional improvement within the education system. In Kakamega County, the performance of English

is wanting. The average mean score in Kenya Certificate of Secondary Education (KCSE) for the years 2007-2012 was 5.26 an equivalent of C-. The secondary schools' inspection reports of 2010 and 2011 by the County Standards Assessment Panel of secondary schools in the County revealed that the overall performance of subjects is low as quality grades are missing. The weakness that this team pointed out directly touched on issues concerning internal instructional supervision and monitoring of the curriculum implementation in most schools. Such aspects included poor syllabus coverage; inadequate internal supervision and monitoring of the curriculum implementation in most schools; most of the heads of department assessed in these schools were not effective in curriculum supervision in their departments and there were also cases of teacher absenteeism reported.

There is therefore need to focus on teachers. Odo and Udu (2016) underscore the importance of teachers by opining that teachers occupy (and of course will always occupy) a prominent position in the teaching and learning process. They are as a matter of fact, the bedrock upon which this process rests. This has the implication that when teachers are sharpened in terms of enhancing their effectiveness then out rightly the goals of education are upheld.

There are numerous ways of sharpening teachers in terms of their productivity and effectiveness. This study contends that supervision surfaces as an important tool to be used to equip teachers. Supervision is not merely about the act of teachers instructing or teaching students but also the action that enables teachers to improve instruction for students (Glickman *et al*, 2004 &Wanzare, 2011). It is the process through which principals (deputy principals and HODS attempt to work with teachers collaboratively to improve teaching and learning in the school (Wanzare, 2011). This implies that through IIS students' achievement is enhanced. When the teachers' delivery of instruction is put under the spot light their attention towards students' academic welfare is heightened. This is reiterated when Sergiovanni and Starrat (2006) reinstate that when a school's instructional capacity improves teaching improves, leading to improvement in students' performance.

Improved instruction implies that teaching is effective since teachers will attain better results. Osaе (2012) observes that supervision aims at facilitating learning through planning and devising ways of improving teachers professionally and releasing their creative abilities and talents so that they willingly improve the learning situation. Ryan (2004) adds that supervision is an enquiry into practice. Practice here implies the act of teaching. Osaе (2012) further qualifies that this ought to be a compassionate appreciative enquiry.

There is therefore need to improve upon the quality of teaching in secondary schools through effective internal supervision of teachers. One of the major causes of the poor academic performance can be ineffective (internal) instructional supervision (Alimi&Akinfolarin, 2012). As a result of this IIS must be made a priority. Thembinkosi (2013) contends that it is generally believed that if teachers are left on their own they may not try to develop their teaching skills. 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 realize their possibilities and usefulness.

This is opposed to the traditional perspective, in which such persons were autocratic in nature, rigid, fault finders, police officer- like, poor listeners and persons who did not include the element of professional guidance of teachers (Grauwe, 2004 &Kipkurui, 2012) hence the term inspector. Consequently, teachers tended to shy away from interacting freely with the inspector for fear of fault finding and victimization (Wanzare, 2006).

According to international literature, many teachers especially student teachers, newly qualified and the under qualified teachers, may not have mastered sufficient skills for effective teaching. Hence, there is need for instructional supervision (Beach &Reinhartz, 2000). Kipkurui (2012) contributes to this argument by fronting that this supervision is important in assisting beginner teachers to translate theories learnt in colleges/ universities into classroom practices. This supervision therefore builds them professionally and greatly enhances their competence in the teaching and learning process. Equally, even for the experienced teachers supervision puts to focus current pedagogical issues that further sharpen their effectiveness in teaching. However, as Thembinkosi (2013) observes there is a general belief that teachers tend to associate instructional supervision with fault-finding. As a result, it is argued that most teachers tend to be anxious and resentful of the process of instructional supervision. Such a state of affairs invariably interferes with the outcomes of IIS (Tedele& Orelan, 2014). Hence principals, HODs and subject heads need to work hand in hand with teachers to ensure that their attitude is not marred by any aspect of this supervision.

Teachers' attitude towards internal instructional supervision is of great concern in as far as their teaching effectiveness is concerned. Tedele and Orelan (2014) observe that the way teachers perceive supervision in school and in the classroom is an important factor that determines the outcomes of the supervision process. If they view it positively then it sure will yield fruit but when their attitude is negative then the objectives of this practice will not be achieved.

Teachers attitude towards IIS is viewed as negative if they view observations as the perfect platforms for the supervisor to attack them (Reepen and Barr, 2010). As a result most teachers tend to become anxious

and resentful of the *process* of instructional supervision (Thembinkosi, 2013). All these are to the detriment of this noble practice.

A study by Usman (2015) on the impact of instructional supervision on academic performance of secondary schools in Nasarawa state Nigeria established that negative remarks by supervisors have impacts on teachers' job performance. Good comments by supervisors improve teacher performance whereas negative comments have an adverse effect on this performance

The traditional concept of supervision and inspection was authoritative and rigid and did not include the elements of professional guidance of teachers (Grauwe, 2004). Teachers tended to shy away from interacting freely with the inspector for fear of fault finding and victimization (Wanzare 2006). If such a state of affairs can be allowed to slip through into our current education system then out rightly the TOEs attitudes towards IIS will be far from desirable and their teaching effectiveness will be greatly hampered. On the brighter side though, there is a level of consciousness towards this traditional view of supervision as tending towards the negative as evident by the fact that term 'inspector' is not as popular as it was then.

Tedele and Roeland (2014) study also established that less experienced teachers perceived it more negatively as they considered supervisors to be fault finders and feared that supervisors would report them to school administrators and believed that supervisors had nothing to offer them. This contrasts with that of Thembinkosi (2013) and Kutsyruba (2003) whose findings established that the more experienced teachers felt that they should be left to do what they knew while the few untrained teachers indicated that they would welcome the help of the supervisor in planning the lesson and overall that teachers generally perceived instructional supervision in positive way.

In a study of supervisory behaviour and teacher satisfaction Glatthorn (2007) found that the improvement of the teacher – learning process was dependent upon teacher attitudes towards supervision. According to Glatthorn (2007) and Thembinkosi (2013), unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have desired effect. Two main findings of Glatthorn (2007) study have a bearing on the current study; first, that the teachers expected the supervisor to be caring, understanding and helpful and second that the relationship between teacher and supervisor was expected to be collegial rather than authoritarian. He also argued that where teachers are aware of the roles of supervision for their professional development, they are likely to view the classroom observations positively; but where the teachers' views on supervision are negative, it is possible that teachers may view observations as the perfect platforms for the supervisor to attack them, (Reepen& Barr, 2010). The gap in Glatthorn (2007) study is that the tool used neither measures the correlation between attitude and teacher performance nor does it predict elements of attitude that could predict professional development.

Kipkoech (2003) also conducted a study on the impact of head teacher supervision on teacher productivity. His study was based on a comparative case study of two schools officially ranked by Kenya Ministry of Education as National and District schools in UasinGishu district. These were Moi girls' secondary school and Kesses secondary school. The findings revealed that the teachers' perception of the head teachers' supervision showed significant relationship with teachers' productivity. The current study agreed with that of Kipkoech (2003) on the variable supervision but Kipkoech's findings cannot be easily generalizable to a bigger population since it garners information from only two schools.

The principal is a curriculum and instructional supervisor. The functions of the school principal as a supervisor include; obtaining and making available for teachers all educational information, visiting classroom often to observe his teachers teaching, inspecting lesson notes and offering professional advice for their improvement. In order for all these to take place and also for supervision to be friendly and positive, principals must create good rapport with their teachers as recommended by the study of Ikegbusi and Njideka (2014)

Head teachers are expected to influence academic achievement of the student by influencing teachers' effort (Maranya, 2001). The principal has a major role to play as a curriculum and instruction supervisor, a motivator and change facilitator. The principal being a motivator and change facilitator implies that they should consciously cultivate the teachers' attitude and root out any negativity in them particularly towards IIS. This is because as already pointed out by previous mentioned studies (Glatthorn, 2001&Thembinkosi 2013) it is aimed at promoting teachers' professional competence.

Ekundayo (2013), in a European journal recommends that modern day principals should be knowledgeable, professionally competent and resourceful since the secondary school level is the bridge between the primary and tertiary levels. In his study in Nigeria, he attributes the poor quality of education to aspects of low morale of teachers, inadequate funding, inadequate facilities, poor supervision of schools and frequent changes in educational policies. The low morale in teachers is an indicator of marred attitude and this out rightly leads to ineffectiveness in teaching. Supervision than gives the principal a good platform to identify this and in the same breath an opportunity to rectify it by collaborative means with such a teacher.

On this basis, Musungu (2007) posits that ideally supervision is not only concerned with overseeing, directing, conducting, regulating and controlling teachers and students. It also involves guiding and influencing

these persons to strive towards desirable teaching behaviour in order to achieve educational goals and objectives. Hence, this will require the head teacher to work very closely with teachers on an individual basis. Some of them will have unique instructional problems requiring the assistance of the head teacher in academic achievement, Musungu and Nasongo (2008).

The study at hand concurs with the study of Maranya (2001) and Musungu (2007) on the variable of the principal as an internal supervisor but this study also considers the HOD as a supervisor too. It then goes ahead to find out the attitude of TOE towards internal instructional supervision and how this attitude influences their effectiveness in teaching.

In addition, Bolton and Houlihanc (2008) report that individual motives and evaluation are generally mixed and complex but of major concern is recognition in terms of respect, esteem and approval by others. This implies that the principal should take centre stage in appreciating TOEs through all possible means of motivation in order to give impetus to their self-esteem, failure of which will build up negative attitude which is full of resentment for both the supervisor and the practice of IIS, de-motivate them and in the long run result to inefficiency and ineffectiveness in teaching.

Pollock and Ford (2009) also define supervision as an act of helping teachers by providing professional guidance and techniques. Further, Musungu (2007) observed that internal and external supervision of teachers has a role in improving the quality of teaching. Therefore unwarranted absenteeism, negligence in lesson preparation and marking of books must be curbed. In addition the supervisor should be a little more informed of modern methods and tune down their administrative roles of a helper. This emphasizes that the principal is a key player in internal instructional supervision.

Worth noting also is that the specific aspects outlined by Musungu (2007) in this context are sign posts of a distraught attitude. Therefore, this study sought to find out how the principals, HODs as well as English subject heads' role of internal instructional supervision impacts on teachers of English's attitude towards the supervision.

Therefore, basing on all the above for goings it is true to say that the success of any school depends on the effectiveness of the principal in playing this role as an instruction leader, it is also true to say that the strong leaderships of a principal are the greatest predictor of teaching effectiveness. Core to this role is their ability to motivate their teachers by working on teachers' individual attitude in order for the teachers to bring out their very best. Thus, a study should set out to find out how the IIS variable, attitude of teachers of English, influences their teaching effectiveness in the subject.

The findings in the study by Glanz (2000) indicated that teachers perceived supervision by principals as inspectional rather than a helping hand. In conclusion, the attitude and satisfaction of teachers towards instructional supervision depends largely on several factors such as harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers' needs as well as mutual trust, respect and collaboration among supervisor and supervisee as brought out in (Kutsyruba 2003, Sergiovanni, & Starrat 2007, Zepeda 2007). Thus the need to establish the influence of teachers of English's attitude towards internal instructional supervision.

II. Objectives Of The Study

1. Establish the attitude of teachers of English towards internal instructional supervision in English in Kakamega County of Kenya.
2. Determine teaching effectiveness in English in Kakamega County of Kenya.
3. Establish influence of teachers of English's attitude towards internal instructional supervision on teaching effectiveness in English in Kakamega County.

III. Methodology

Design

The study used ex- post- facto, correlation and descriptive survey.

Population

Population was 13 Quality Assurance and Standards Officers (QUASO), 247 principals, 247 HODs and 494 teachers.

Sample and Sampling

It sampled 13 QUASO, 74 principals, 74 HODs and 215 teachers purposively.

Data Collection

Data for this study was collected by use of questionnaires, interview schedules and document analysis

IV. Results And Discussion

1. Teachers of English's attitude towards internal instructional supervision

The results of this response are presented in Table 1.

Table 1: Report of TOEs on their Attitude towards IIS

Statements on Attitude	N		Strongly Agree		Unsure		Disagree		Strongly		
Mean	Agree								Agree		
	1	2	3	4	5					5	
	f	%	f	%	f	%	f	%	f	%	
Classroom observation is time wasting	215	13	6.1	23	10.7	5	2.3	55	25.6	119	55.3
4.13											
IIS supervisors are bothersome	215	11	5.1	22	10.2	5	2.3	85	35.6	92	42.8
4.05											
IIS is about fault finding	215	7	3.3	22	10.2	17	7.9	54	25.1	115	53.5
4.15											
IIS contributes little to teaching effectiveness	215	16	7.4	25	11.6	10	4.7	72	33.5	92	42.8
3.93											
IIS shouldn't be regular	215	14	6.5	31	14.4	19	8.8	82	38.2	69	32.1
3.74											
IIS doesn't change teaching of Eng.	215	20	9.3	23	10.7	13	6	75	34.9	84	39.1
3.84											
IIS serves no significant purpose	215	8	3.7	12	5.6	5	2.3	74	34.4	116	54
4.29											
Total	Average		mean		score						
4.02											
Source: Field of study											
Total	Average		mean		score						
4.02											
Source: Field of study											

Table 1 shows the response of TOEs on aspects of attitude of teachers of English towards IIS. Results show that all the means scores by different respondents for all the aspects of attitude outlined were above 3.91 except the response on the aspect that IIS should not be conducted regularly which had a mean of 3.75. The overall mean scores for all the aspects on attitude for principals, HODs and TOEs were 3.96, 4.14 and 4.02 respectively.

The interview schedules with principals on the item of attitude revealed that a part of them strongly felt that teachers attitude towards IIS was positive, another group strongly lamented that this attitude was negative while a third category indicated that TOEs would initially resist this practice but with time they would appreciate it by being enthusiastic about it and cooperate. Few said some TOEs were indifferent in as far as IIS was concerned. One indicated that this attitude was only positive when the TOEs were not stressed with so much school work. Another principal clarified that TOEs fear classroom observation thinking that it would provide a good ground for victimization.

These results are similar to those of Thembinkosi (2013) in which teachers agreed that they had a positive attitude towards IIS and that they did not abhor the presence of the head teacher in class. On the other hand they differ with the findings by Kariuki (2013) where teachers had a negative attitude towards IIS supervisors. These results imply that principals view the TOE's attitude as being positive whereas the HOD and teachers themselves view it as very positive and that none of the sets of respondents viewed it as very negative or negative. This is of great advantage to the stakeholders of IIS since a positive attitude enhances the outcome of this practice. It is also observable that principals have their own reservation of teachers of English's attitude towards IIS since they do not consider it to be fully very positive. This was particularly emphasized during the interview session with them. It is therefore possible that they have observed certain negative things in these teachers. The HODs and teachers themselves qualify this attitude to be very positive. This was in contrast to the

study by Kariuki (2013). There is a possibility that teachers being the subject of discussion here. This difference in opinion could be due to the shift in focus from the traditional view that supervision was inspection based in order to fault find to the modern perspective that supervision is for the purpose of guiding the TOE towards better productivity.

None the less, the view by TOEs and HODs that their attitude is very positive could be a means to paint a perfectionist picture in order to impress since interview schedules with principals confirmed that there were teachers who were negative towards IIS and even imagined that this was a means that principals used in order to take punitive actions against them. On the part of HODs, they are actually the immediate supervisors of these teachers and it is possible that they have observed certain elements in the teachers that make them rate their attitude as such. On the contrary, they too like the teachers may also want to impress others by conveying that they have actually played their role by working on the teachers of English' attitude and it is very positive. It is thus true to conclude from this that the teachers of English' attitude is positive. It is however, not clear how this positive attitude impacts on their teaching effectiveness. This is also what the study set out to establish.

2. Teaching Effectiveness

Teaching effectiveness refers to individual teachers' 2013 KCSE examination mean scores. Any mean score below 4.99 implied low teaching effectiveness, those between 5.00- 6.99 was fair teaching effectiveness, those between 7.00- 8.99 implied good teaching effectiveness while all those above 9.00 reflected excellent teaching effectiveness. This is presented in Table 2

Table 2: Teaching Effectiveness

Mean Score Range	<i>f</i>	Percentage
2.5 - 4.99	89	39.72
5.00 - 5.99	45	21.02
6.00- 6.99	29	13.55
7.00 - 7.99	20	9.35
8.00 - 8.99	24	11.22
9.00 - 9.99	11	5.14
10.00 - 10.99	-	-
11.00-12.00	-	-
TOTAL	214	100

3. Influence of Teachers of English Attitude towards IIS on their teaching effectiveness

The teachers of English's attitude towards internal instructional supervision is key in this practice. Therefore a positive or negative attitude could impact on the teaching effectiveness. In a study on of supervisory behaviour and teacher satisfaction (Glatthorn, 2007) found that the improvement of the teacher- learning process was dependent upon teacher attitudes towards supervision, according to Glatthorn (2007) unless teachers view supervision as a process of promoting professional growth and student learning the supervisory exercise would not have the desired effect. It is with this in mind that this study analyses the influence of teachers of English attitude towards their teaching effectiveness in the subject. The correlation results are shown in Table 3.

Table 3: Correlation Coefficients of TOEs Attitude towards IIS and Teaching Effectiveness

Aspects Teachers' Attitude and Significant Levels	Pearson Correlation Coefficient	
<i>r</i>	<i>p</i> value	
IIS is time wasting	.614	.000
IIS supervisors are bothersome	.561	.000
IIS is about fault finding	.540	.000
IIS contributes little to performance	.528	-.000
IIS should not be conducted regularly	.648	.000
IIS serves no significant purpose	-.320	.000

**Pearson Correlation Sig.(2-tailed) N=207 at
significant level of 1.00
Source: SPSS processing**

Table 2 depicts Pearson's correction coefficients of specified aspect of teachers of English's attitude towards IIS. It is evident that there is a strong positive relationship between IIS being time wasting, supervisors being bothersome, IIS being about fault finding, IIS contributing little to performance and IIS not being conducted

frequently and the teaching effectiveness. On the other hand there exists a moderate negative relationship between IIS serving no significant purpose and the teaching effectiveness. Also the correlation coefficient is very highly significant from zero ($p < .001$).

V. Conclusion

Concerning the influence of TOEs attitude towards IIS on teaching effectiveness, this study concludes that TOEs attitude towards IIS is positive as such internal instructional supervisors should take advantage of this to conduct it frequently. None the less the attitude of TOE towards IIS is not a significant factor of teaching effectiveness and therefore whether a teacher feels positive or negative this does not affect their teaching effectiveness.

Recommendations

The study established that TOEs attitude towards IIS is positive. In view of this, this Study recommends that all stakeholders of IIS should take advantage of this positive Attitude to conduct internal instructional supervision frequently.

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Adrum Grace Anyango "Influence Ofteachers Of English's Attitude Towards Internal Instructional Supervision On Their Teaching Effectiveness In English In Secondary Schools Of Kakamega County, Kenya." IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 8, no. 74, 2018, pp. 46-53.