

## **Effect of Monitoring Teachers' Records on Teachers' Academic Performance in Public Secondary Schools in Turkana Central Sub-County, Kenya**

*Thomas Esinyen Lomudang<sup>1\*</sup>, Winfred Kithinji,<sup>1</sup> and Monicah Gitonga<sup>1</sup>*

<sup>1</sup>*Kenya Methodist University P.O. Box 267-60200 Meru, Kenya*

*\*Correspondence email: [thomaslomudang@gmail.com](mailto:thomaslomudang@gmail.com)*

### **Abstract**

The goal of this study was to establish the effect of monitoring of teachers' records on teachers' academic performance in public secondary schools in Turkana Central Sub-County, Kenya. The research employed mixed procedures of qualitative and quantitative techniques. The target population for the study was 8 principals, 48 Heads of Departments (HODs), and one Sub-County Quality Assurance and Standards Officer (QASO). Thus, the total population for the study was 57 respondents. Statistical Packages for Social Sciences (SPSS) Version 23.0 was used to analyze the data. The findings indicated that professional records were monitored monthly by the respective principals. The frequency of monitoring teachers' professional documents was not enough and weekly monitoring was preferred. The findings further indicated that schemes of work and lesson plans were not frequently updated due to factors such as poor monitoring and too much workload.. The study recommended that more training be conducted with on monitoring and evaluation of academic records and processes; that there be delegation of monitoring assignments to other teachers such as deputy principals; and that all the monitoring documentation be regularly updated on weekly basis, with particular emphasis on schemes of work and lesson plans.

**Key Words:** *Education, Teachers, Teachers records, Academic performance, Public secondary schools, Turkana Central Sub-County, Kenya.*

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## 1.0 Introduction

The emerging economies have prioritized improvement of quality of education in schools and academic achievement, as it contributes a lot to the development of the economy (Jerono & Limo, 2019; Lokuruka & Ronoh, 2017)). The delivery of quality and worthy education is dependent on the level of training teachers in question have acquired (Akala, 2021).

Sessional Paper No. 1 of 2019 cited in Kenya Policy Framework in Reforming Education and Training for Sustainable Development in Kenya provide a foundation on which the government commits to provide quality training and education in the Country (Ministry of Education, Science and Technology(MOEST, 2019). At the same time, the Kenya Education Sector Strategic Programme (KESSP) was adopted as a mechanism where all events that relate to quality and standards were operationalized and proposed institutionalization and regulation of Continuous Professional Development (CDP) of teachers. This is would create a vital institutional framework to meet the requirements of quality assurance in public secondary schools (Abakah, 2019).

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) report examined teachers' shortages in selected schools and highlighted the resignation and recruitment of teachers as the key cause for poor quality of teaching. Further, the report established that teachers were the foundation of quality education and lifelong learning, and their essential roles as leaders in classrooms, schools, and

communities are apparent, especially during the COVID-19 crisis. The 2030 Education Framework for Action explicitly appeals to the global community to ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated, and supported within well-resourced, efficient, and effectively governed systems.



*“Effective monitoring of teachers’ professional records plays a critical function in the success of an individual student, school, and the entire community.”*

Notably, the teachers who are left after others have resigned have to work tirelessly without being compensated for the extra job done. The 2030 Education Framework for Action further indicated that due to lack of houses within the school compound, majority of teachers walked for long distances from their homes or areas of residence to their working stations (Oduya, 2020). This resulted to some teachers not attending some lessons, hence learning was affected negatively resulting to poor academic performance (Lynch, 2021). Thus, monitoring of teachers' records as far as teaching is concerned is a requirement that operationalizes instructional supervisions. Teachers' records are crucial as they help in providing a direction for learning and teaching process.

Principals or head teachers have been charged with the responsibility of ensuring that the teaching staff possesses adequate preparation before engaging learners during the learning process (Omogi, 2019). Teachers' preparedness is key to planning of class work because it is connected with the academic performance of students (Kariuki et al., 2019). Therefore, it is against this backdrop that this study seeks to find out the effect of monitoring teachers' records on teachers' academic performance in public secondary schools in Turkana Central Sub-County, Kenya.

### ***Statement of the Problem***

Various education reports have indicated poor learner outcomes in Kenya (UNESCO, 2020). Further, an assessment by Uwezo Initiative (2021) reveals that the learning levels for the primary school are lower and in most cases, many children at the primary level complete their education without acquiring basic competencies. This failure is attributable to lack of academic clinical supervision practices of instructions and teachers, and is likely to affect learners at the secondary level. Although monitoring of teachers' professional documents plays a critical role in enhancing educational attainment in public secondary schools in Kenya (Odhiambo, 2021), monitoring of teachers' professional documents have experienced various setbacks. Other problems that hinder effective learning are the rationalization of teachers' workload, operationalization of zones and institutions to ensure that quality assurance is available to all learners, and financial allocations

attributed to challenges encountered in teaching and learning (Shang'wet, 2019). This study examined the effect of monitoring teachers' records on teachers' academic performance in public secondary schools in Turkana Central Sub-County, Kenya.

### ***Purpose of the study***

The main goal of this study was to establish the effect of monitoring teachers' records on teachers' academic performance in public secondary schools in Turkana Central Sub-County, Kenya.

### ***Research question***

What is the effect of monitoring teachers' records on teachers' academic performance in public secondary schools in Turkana Central Sub-County, Kenya?

### ***Theoretical review***

System theory was used as the anchoring theory in this study. The theory was propounded by Ludwig Von Bertalanffy in the year 1968. A system comprises components put together, and which are combined to complete a general objective. A fundamental premise of this theory is on interactions; hence, it centers on relationships that can result into sustained behavior of a single autonomous element that differs from other elements of interaction. In this case, a school is taken as an organization that comprises various parts which work in unison in the accomplishment of the stipulated goals. Thus, the school system is open since it receives an input from the society, and it also gives out its output to the society. Public secondary schools in Kenya comprise of open systems in which the

interconnected components are accomplish the set goals for academic achievement. These components include the teachers, the parents, and the students.

The principal in conducting his/her instructional supervision work coordinates all the school activities to. Therefore, it is very important to check teachers' records on the work they teach and guide them as guidance plays a very critical role in the realization of set institutional goals (Wendy & Mary, 2006). Teachers, students, and parents as representatives of the environment, influence the function of the system to a greater percentage. It is also worth noting that the organization is a processing mechanism in a particular setting/environment. Consequently, effective monitoring of teachers' professional records plays a critical function in the success of an individual student, school, and the entire community.

### ***Empirical review***

Empirical review examines literature related to effect of monitoring teachers' records on teachers' academic performance. Monitoring of professional records of teachers entails supervision of teachers' instructional materials. Teacher professional documents are significant as they help in providing a direction for the learning and teaching process. Teachers are required to possess professional documents to enable them to be effective in times of interaction with learners. Principals or head teachers have been charged with the responsibility of ensuring that the teaching staff prepares adequately before engaging with learners during the

learning process. Hence, teachers' preparedness is key in the planning of class work because it is connected with the academic performance of students (Didinya et al., 2018).

Kamotho (2019) examines the role of principals in the performance of teachers in public secondary schools in Kangundo Sub County in Kenya. The findings of the study indicated that a majority of sampled principals did not conduct classroom visits regularly in order to ensure that there is adequate content delivery by teachers. It was also revealed that these principals did not provide learning and teaching materials and were not committed in ensuring that all the respective teachers prepared professional documents in discharging their teaching duties. From the analysis of the findings, the study recommended that sensitization be conducted to cover the significance of appraisal and workload reduction of teachers by recruiting more teachers to the practice. The study further recommended motivation of teachers, provision of teaching and learning resources, and enhanced discipline among the students.

Manyinsa (2019) assessed the effect of implementing teachers' performance appraisal development tool on the quality of teaching in Narok County, Kenya. This is because the quality of education in Kenya was poorly rated; hence, posing a threat to the nation and Kenyan economy if not evaluated and checked. Kenya's quality of education has been connected to Teacher Performance Appraisal Development (TPAD) since 2016. TPAD is an evaluation system that has failed

in other Countries. The respective teachers have established that the roles of appraisee and appraiser are puzzling. Features like evaluator credibility, learner's grades, irregular teachers' development, ICT incompetency in integration, lack of proper monitoring and evaluation of TPAD implementation, and mismatch between TPAD rating and learner grades question the efficacy of the teacher evaluation system in Kenya.

Oguta et al., (2019) examined teacher supervision's influence on student's academic attainment in public secondary schools in Migori County Kenya. The research revealed that the institutional managers should design proactive processes that can instill positive support for teachers' supervision. On the same breadth, Atieno (2018) analyzed the influence of principals' management competencies on the quality of education in public secondary schools in Homa Bay County, Kenya. The findings of these studies indicated that principals' management competencies influenced supervision of instruction, discipline, management of financial resources, and academic achievement. Therefore, it was suggested that seminars, workshops, and management skills as well as upgrading courses be offered to principals. Further, collective decision-making in leadership should be done in order to enhance discipline and financial training for newly appointed bursars and principals.

Garba et al., (2019) examined principals' review of teachers' records and their influence on teachers' pedagogical practices

in public secondary schools in Bauchi State, Nigeria. The results of the study revealed that supervisory activities of checking teachers' lesson plans, lesson notes, and records of work were not consistent among many of the principals sampled. It was also revealed that the majority of the principals merely signed teachers' professional records without making constructive remarks. The investigation deduced that principals' checking of teachers' records was statistically significant in teachers' pedagogical practices in public secondary schools in Bauchi state.

Mwesiga and Okendo (2018) examined the effectiveness of heads of schools in supervising teachers' teaching activities in secondary schools in the Kagera Region, Tanzania. Head of schools was considered imperative in the education system since it influenced teachers' commitment to improvement of the school academic performance, and attaining quality education. The study results suggested that there was a strong significant relationship between school headship and teachers commitment I teaching.

Mbete (2019) analyzed the influence of head teachers' management roles on learners' academic performance in public primary schools in Kisauni sub-county, Kenya. The findings of the study indicated that most of the head teachers consulted the selection of teachers to manage class eight; coordinated and controlled teaching outcomes through team work; checked professional records; and observed lessons, besides motivating teachers, and rewarded the students. However, inadequate Syllabus coverage,



absenteeism of teachers and non-attendance of lessons was noted. The study concluded that the head teacher's management role had a positive influence on learners' academic performance in public primary schools in Kisauni Sub County. Gakuru (1976) quips that teaching in various classrooms without windows, lockers, and doors resulted in teachers' insecurity.

From the foregoing reviews, it is clear that availability of instruction resources increases students' academic performance in all the studied subjects. In the emerging economies, returns on investment in the provision of books and other learning resources are clear as they contribute to academic performance. On the same note, Murungi (2019) supports these findings by pointing out that schools with the best instructional materials were among the top achievers since teachers were crucial learning resources.

## **2.0 Methods and Materials**

The study employed mixed research methodology, where both qualitative and quantitative research models were used. Hence, naturalistic phenomenology and a cross-sectional survey were adopted. Cross-sectional survey design enabled the researcher to gather information from a larger population in this case, the heads of departments (HODs) and principals. The survey is usually adopted to explain or describe the conditions which exist and identification of the standards against which they can be compared. Surveys can also be used to establish the relationship that exists between events (Creswell, 2014). Further, a survey can involve the gathering of

information to answer questions of a particular phenomenon through pre-generated questionnaire (Cohen et al., 2000).

The cross-sectional plan was employed to establish views and information about monitoring teachers' records on teachers' academic performance. The sample included 8 school principals in the public secondary schools in Turkana Central Sub-County, Turkana County, 48 HODs and one Sub-County Quality Assurance and Standards Officer (QASO). A census approach was adopted to determine the sample where all the units in the population comprising all the 8 public secondary schools, 1 QASO officer and 8 principals were considered. Data was gathered using document analysis guide, questionnaire, and interview schedule. The questionnaire enabled the researcher to collect data from a large sample size (Orodho, 2006).

Both quantitative and qualitative data was analyzed. In this case, SPSS Version 23.0 was employed to compute and code the quantitative data for analysis. Frequencies and narrations were adopted to present the analyzed data. This information was significant as it brought out features and explanations that enabled description of the findings, and to generalize the findings (Creswell, 2014).

### ***Pre-Testing***

This study pre-tested the research instruments so as to detect difficulties and challenges which would arise during the data collection exercise. Survey questionnaires were given to 10 students, 6 teachers and 2

principals from the two selected public secondary schools, Kakuma secondary school and Kakuma refugee secondary school, in Turkana Sub County, Kenya. These two schools did not form part of the study but they had the same characteristics as the sampled schools.

**Reliability**

Reliability of the research instruments was conducted to check their consistency in yielding results. A research instrument is said to be reliable when it gives consistent findings (Macmillan, 2004). The reliability coefficient ranging from 0.00 to 0.99 is acceptable. A reliability i coefficient of 0.78 to 0.85 indicates higher reliability, while a

coefficient of 0.60 and below indicates weak reliability. Cronbach’s Alpha Coefficients were applied in this research for the computation of reliability. Further, the Cronbach’s Alpha coefficient for the questionnaire was .794 indicating that the survey instrument used was reliable.

**Validity**

Two supervisors, three research experts from Educational Administration and planning in the Kenya Methodist University were used to verify the validity of the research instruments. The face and content validity were ascertained to test whether the data collection instrument measured what it was intended to measure.

**3.0 Results and Discussion**

**Table 1**  
**Reliability Indexes**

Questionnaire	Cronbachs Alpha	N of Items
Monitoring of teachers’ records	.801	13

The Cronbachs Alpha results for the surveyed 13 items were .794; indicating that the instrument used was reliable.

**Response rate**

The data was gathered using questionnaires and interview schedules. The survey questionnaires were issued to 9 principals, and 46 HODs; while the interview was used on 9 principals and 1 QASO Officer. The response rate for principals was 100%; while

that of HODs was 94.4%. The respondents’ perspectives on the effect of monitoring of teachers records on teachers’ academic performance in public secondary schools in Turkana Central Sub-County, Kenya was sought. Table 2 presents findings on whether or not monitoring of professional records influenced teachers’ performance

**Table 2**

*Does Monitoring of professional records influence teachers’ performance?*

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	38	88.4
No	5	11.6
<b>Total</b>	<b>43</b>	<b>100.0</b>

On the monitoring of professional records by the principals, overwhelming majority 38 (88.4%) indicated affirmative, while only 11.6% had a contrary view. Therefore, it can

be concluded that indeed monitoring of teacher’s records was conducted in the sampled schools as tabulated in Table 2 above.

**Table 3**

*The frequency of monitoring the professional records*

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Weekly	3	7.0
Monthly	25	58.1
Termly	15	34.9
<b>Total</b>	<b>43</b>	<b>100.0</b>

From the above Table 3, 25(58.1%) percent of the sampled HODs indicated that professional records were monitored monthly by respective principals. Nevertheless, the frequency of monitoring these professional documents was not enough as this can often be done on a monthly basis. This finding is in line with Musungu and Nasongo (2008) who argued that decline of academic performance

was due to failure by principals to check professional records of teachers routinely. Further, the research sought to establish the frequency of checking various records of work to establish whether they were up to date as indicated in Table 3 below. Three point likert scale was used; where, O=oftenly, R=rarely and N=never.

**Table 4**

*Principals’ response on assessing teacher’s records of work*

<b>Documents</b>	<b>Often</b>		<b>Rarely</b>		<b>Never</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Scheme of work	5	62.5	3	37.5	-	-
Lesson plans	2	25.0	6	75.0	-	-
Record of work covered	3	37.5	5	62.5	-	-
Lesson notes	2	25.0	6	75.0	-	-
Progress records	3	37.5	5	62.5	-	-
Student register	2	25.0	6	75.0	-	-



Table 4 indicates that most 5(62.5%) of the principals frequently monitored scheme of work; lesson plans 6(75.0%), record of work at 5(62.5%), lesson notes 6(75.0%), progress records 5(62.5%), and student register 6(75.0%). Lesson plans, lesson notes and

student registers were indicated as rarely monitored by the principals. This demonstrate that principals were not serious in assessing records of teachers apart from the scheme of work.

**Table 5**

*Availability of Instructional Activity Tools*

Item	Category	Available		Not available	
		F	%	F	%
Work records were updated and monitored frequently	Principals HODs	8 43	100.0 100.0	- -	- -
Instructional Materials				-	-
Course books provision	Principals	8	100.0	-	-
Exercise books provision	HODs	43	100.0		
Guide book for teachers				-	-
Curriculum for time table				-	-
Subjects disseminated correctly	Principals HODs	8 43	100.0 100.0	- -	- -
All subjects taught				8	100.0
Schemes of work				43	100.0
Regularly updated	Principals	-	-		
Monitored by principal	HODs				
Lesson Plans	Principals	-	-	8	100.0
Regularly updated	HODs	-	-	43	100.0
Are they used					

Table 5 above indicates availability of tools of clinical supervision activities in public secondary in Turkana County, Kenya. The analysis conducted on the various teacher professional documents revealed that instructional materials, master timetables, records of work, scheme of work, and lesson plans were used to bring tools of clinical activities in the studied schools. It was established that there were records of work which were regularly updated and checked by the principals. It was further established

that 30% of the records of work in the sampled schools were mostly monitored by the director of studies. The study also established that the available instructional materials were teachers’ guide, exercise books and course books. The study also established that course schedule was presented and that they were positioned in the school notification boards, and all the sampled schools taught the prerequisite subjects. The scheme of work was updated regularly by the teachers, but the lesson plans

were not generated and used in all the sampled schools. Instead, lesson notes replaced the lesson plans, thus they were not widely prepared. The teachers adopted lesson notes and teachers guide book for class instruction and it was found that most of lesson plans were replicated. The research findings from document analysis indicated that school principals conducted clinical supervision activities. It was also revealed that the school principals delegated some of their clinical supervisory activities like curriculum timetabling and records of work to HODs.

#### **4.0 Conclusion**

The main purpose of this examination was to assess the effect of monitoring teachers' records on teachers' academic performance in Public Secondary Schools in Turkana Central Sub-County, Kenya. Based on the analysis of the findings, it was deduced that professional records were monitored monthly by the respective principals. Despite this, the frequency of monitoring these professional documents is not enough as this can be done

on a weekly basis. Further, the study concluded that schemes of work and lesson plans were not frequently updated due to factors such as poor monitoring of the updating process, and too much work load for the principal to keep tabs with everything. Therefore, there is a possibility of a weak internal instructional supervision with regard to frequency of monitoring teachers' professional documents.

#### **5.0 Recommendations**

From the analysis of the findings, it study recommends that more training monitoring and evaluation of academic records and processes be conducted. Additionally, there should elaborate delegation of supervisory duties regarding checking of various teacher professional documents, which can be assigned to other teachers such as deputy principals. Further, all the teacher professional documentations should be monitored regularly, preferably on weekly basis, with particular emphasis on schemes of work, lesson plan and student progress reports.

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